



Pupil Premium Strategy Statement 2022

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	514
Proportion (%) of pupil premium eligible pupils	43% (225 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 2022
Date on which it will be reviewed	September 2023
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	£297,073
Recovery premium funding allocation this academic year	£32,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£329,263

Part A: Pupil premium strategy plan

Statement of intent

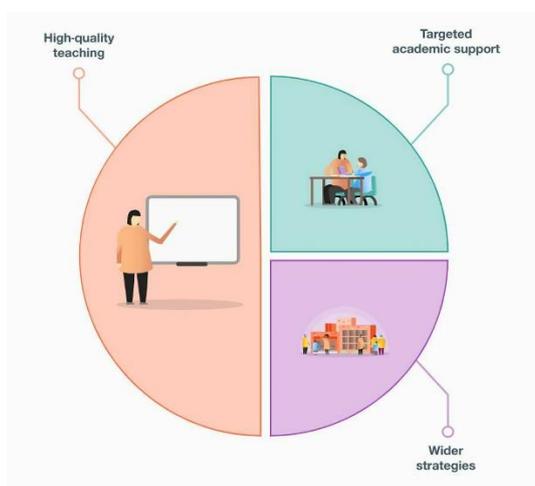
Pupil Premium is additional funding given to publicly funded schools and academies in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The focus of this funding is to improve outcomes for pupils who fit the following criteria;

- 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 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 and opportunities.
To continue to support parents to ensure their children attend school.	The % of children attending increases and persistent absence decreases. Cases 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: £12,000

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. In school support day from Phonics trainer.</p>	<p>Supporting EEF Evidence Statements <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>Maths Number Fun Dave Godfrey consultant. CPD Support days to equip all teachers with the necessary subject knowledge, strategies and techniques that will enable their learner's to improve.</p>	<p>Supporting EEF Evidence Statements 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. <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>This training and approach also supports the metacognition and self-regulation evidence which suggests children can make an additional 7 months. <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>This training also supports oral language approaches, which are also supported in the EEF document. <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></p>	<p>1 2 3 5 7 8 9</p>

Targeted Academic Support

Budgeted cost: £265,853.15

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>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.</p> <p>Supporting EEF Evidence Statements</p> <p>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>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 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>	<p>1 2 3 5 6 8 9 10</p>
<p>Tutoring sessions for small groups of children.</p> <p>(40% of the recovery premium is used towards this and it is also supported by the School Led Tutoring fund)</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>		

Wider strategies (resources, attendance, behaviour, wellbeing)

Budgeted cost: £51,409.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Free Y6 residential</p> <p>Free educational visits</p> <p>Forest Schools</p>	<p>Supporting EEF Evidence Statements</p> <p>PHYSICAL <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>4 7</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 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 through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</i></p>	
Free breakfast club	<p>Supporting EEF Evidence Statement</p> <p><i>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
CATs Children's therapy	<p>The school has used CATs for many years and has case studies to show the positive impact it has had on children's wellbeing, which has then impacted on their ability to learn. The school has increased the number of CATs support days due to the increasing mental health needs of the children.</p>	6

Total budgeted cost: £329,263

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 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 to the school received the four day intensive 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. Sounds Write is now 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 2022 – 2023 to ensure the consistency continues. Internal tracking data shows the impact on pupil progress.

All new staff were also trained in the John Murray reading approaches, Reading Rocketeers and Reading explorers which is now also a consistent approach used across the school. Staff describe how they now enjoy the teaching of reading and how it is much more focused on the needs of the children. The children talk about enjoying the structure of the lessons. Internal monitoring of teaching and learning is positive. 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."*

Pupil mobility across the school continues to be very high in all year groups. For example, in the Y6 cohort of 2021/2022 170 children had been taught in this year group. Additional teachers and HLTAs completing targeted interventions with small groups of children therefore has been a key strategy employed by the school for many years. This ensures that each child's needs can be better met. The school has many examples of impact data, including small group tuition data, which has been shared with school governors. An example of data showing the impact of additional staffing and interventions can be seen below from summer term Y5 to summer term Y6. The normal rate of progress would be 6 steps across the year. This data shows the enhanced progress being made by this one cohort.

Year 7 (90 pupils)	Reading	Writing	Mathematics
Progressed by 18 steps or more	3 (3.3%)	3 (3.3%)	6 (6.7%)
Progressed by 17 steps or more	4 (4.4%)	3 (3.3%)	6 (6.7%)
Progressed by 16 steps or more	7 (7.8%)	3 (3.3%)	6 (6.7%)
Progressed by 15 steps or more	9 (10.0%)	6 (6.7%)	6 (6.7%)
Progressed by 14 steps or more	12 (13.3%)	7 (7.8%)	8 (8.9%)
Progressed by 13 steps or more	17 (18.9%)	10 (11.1%)	10 (11.1%)
Progressed by 12 steps or more	20 (22.2%)	19 (21.1%)	18 (20.0%)
Progressed by 11 steps or more	25 (27.8%)	25 (27.8%)	19 (21.1%)
Progressed by 10 steps or more	31 (34.4%)	32 (35.6%)	29 (32.2%)
Progressed by 9 steps or more	39 (43.3%)	42 (46.7%)	36 (40.0%)
Progressed by 8 steps or more	53 (58.9%)	54 (60.0%)	46 (51.1%)
Progressed by 7 steps or more	75 (83.3%)	70 (77.8%)	64 (71.1%)

Although attendance remains below the national expectation, in discussions with the Ofsted inspectors, they 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 that it could to work with families to improve. The school has case studies which show the work being done by the attendance staff in school and the impact that this has had on individual families.

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 education visits, including a residential, have been free too all. The knowledge, skills and personal development acquired through 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.”*

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.