



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	Brecknock Primary School
Number of pupils in school	302
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023- 2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2026
Statement authorised by	Helen Bruckdorfer
Pupil premium lead	Lisa Hyland
Governor lead	Emma Bell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,743
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£254,743

Part A: Pupil premium strategy plan

Statement of intent

The school is committed to ensuring all children make rapid progress from whatever his or her starting point, 'no child will be missed and no child will fall behind. Provision is matched to the needs of each and every child to ensure that not a moment in school is wasted'.

The school received a letter from Sam Gyimah, the Under Secretary of State for Childcare and Education, which states that between 2011 and 2016 the school was 'one of the highest achieving in the country in terms of the attainment and progress of disadvantaged pupils'. In 2018, Sadiq Khan named Brecknock as one of his 'Schools For Success' to celebrate the school's achievements in supporting pupils needing extra help to fulfill their potential.

This year, the school is continuing to develop family support networks to decrease the barriers of disadvantage and improve attendance, academic outcomes, and children's mental health and well-being. We are committed to maintaining and improving the level of progress of disadvantaged pupils from EYFS to the end of Key Stage 2 and closing the gap between disadvantaged and non-disadvantaged pupils within our own school context.

Challenges

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

Challenge number	Detail of challenge
1	In maths, the end of KS1 data shows that attainment for disadvantaged pupils is significantly below national. There is a significant gap of 28 - 30% over the past two years. Many of these children are working well below expected levels and are also diagnosed with SEND with complex needs.
2	On entry baseline assessments for disadvantaged pupils show low starting points in many areas of the EYFS Framework, with lower communication and language skills GLD assessment shows communication and language as having a disadvantage gap, particularly listening, attention and understanding.
3	Early reading Year 1 phonics assessments show that disadvantaged pupils achieve less well than other pupils with a gap of 19%. There is also a correlation between those children not passing and SEND.
4	End of KS2 assessments show a 2% disadvantage gap at KS2. There is a general downward trend in attainment since 2019 in all subjects, but particularly in maths. KS1 data showed a significant disadvantage gap in all subjects, and particularly GD writing.
5	Persistent absence is above national and local averages for disadvantaged pupils Attendance absence rates of groups of pupils with additional vulnerabilities and complex needs is above national.
6	Increased social emotional mental health needs of children and families continues to be identified. Improvement in access to support services such as early help, is an ongoing challenge. Improved targeting and accessibility to extra-curricular activities are essential to support the physical and mental wellbeing of disadvantaged children.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Supporting disadvantaged children to make accelerated progress in phonics and reading, towards end of year expectations, reducing the gap between disadvantaged and non-disadvantaged children in all year groups.</p>	<ul style="list-style-type: none"> - Year 1 (and Year 2) phonics screen results in line with local and national averages for disadvantaged pupils. - Systematic Synthetic Phonics scheme (Little Wandle) effectively embedded and developed throughout the school, showing positive impact in reading and writing. - All staff are confident in using the SSP to support children. - Additional funding for high-quality resources secured - Increased parental engagement and confidence (workshops/meetings and live lessons)
<p>Improved maths attainment amongst disadvantaged pupils in maths, particularly in KS2, reducing the gap between disadvantaged and non-disadvantaged children in all year groups.</p>	<ul style="list-style-type: none"> - Reduced attainment gap between disadvantaged pupils and other pupils in mathematics at the end of KS2. - Mastering Number is embedded across the school - staff feel confident to teach this and parental engagement is high.
<p>Improved writing outcomes for disadvantaged children across the school, ensuring an increase in those reaching Greater Depth.</p>	<ul style="list-style-type: none"> - Ensure the disadvantage gap is inline or less than national for children meeting GD - Increased number of disadvantaged children to reach GD in writing in both KS2 and KS1.

<p>Develop early language and vocabulary acquisition to improve attainment for disadvantaged pupils at the end of EYFS.</p>	<ul style="list-style-type: none"> - GLD for disadvantaged pupils at the end of Reception inline with national and local averages. - Communication and Language assessment for the GLD shows a reduced disadvantage gap, in line with Camden and national. - Impact of high quality oracy teaching and carefully planned interventions shows rapid progress for identified disadvantaged pupils. - EYFS staff are confident in assessing and delivering language interventions
<p>Ensure attendance and persistent absence rates of disadvantaged children is in line with national expectations.</p>	<ul style="list-style-type: none"> - 95% + attendance target achieved for disadvantaged pupils. - Inclusion/Pastoral team meet regularly to track and identify families and children requiring support with attendance, led by the Child and Family Support Worker. - Identification of barriers to attendance and signposting of services to identified families/groups is clear and consistent, using Early Help. - Attendance systems and whole school attendance initiatives are continually reviewed and updated to maximise impact. - EBSA guidance is followed when supporting families with emotionally based school avoidance.
<p>Ensure all disadvantaged pupils have access to a wide range of high quality services, extra-curricular provision and enrichment opportunities.</p>	<ul style="list-style-type: none"> - All disadvantaged pupils attend extra curricular provision. Clubs subsidised for identified families. - All disadvantaged children have access to enrichment opportunities and attend

	<p>all residential trips when age is applicable.</p> <ul style="list-style-type: none"> - Identified families benefiting from early help; impacting attendance, social and emotional and learning behaviours. - Disadvantaged pupils targeted to attend summer school and holiday HAF schemes.
--	--

Activity in this academic year

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

Quality first teaching

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding Mastering Number whole-class programme to develop number sense and fluency in EYFS, KS1 and Years 4 and 5 through:</p> <ul style="list-style-type: none"> -Professional development for new staff. - Ongoing modelling, team teaching, and support from Maths Lead. - Funding release time for teachers to attend training. 	<p>Supports development of secure number sense (EYFS & KS1) and children’s multiplication fluency through structured programme using manipulatives and presentations (EEF, Improving Mathematics in the Early Years and Key Stage 1 & Improving Mathematics in the Early Years and Key Stage 2 and 3).</p>	1

<p>Embedding Little Wandle SSP scheme and ensuring all staff are trained, resources are updated and teaching is consistent across the school:</p> <ul style="list-style-type: none"> - Training for new staff - Regular assessment, monitoring - Purchase of new resources. 	<p>There is a strong evidence base for phonics approaches, particularly for children from disadvantaged backgrounds (EEF, Teaching & learning Toolkit).</p>	<p>2,3</p>
<p>Ensuring high quality EYFS teaching of Communication and Language by all staff through focused training, ensuring high quality interactions for all children:</p> <ul style="list-style-type: none"> - Camden Kids Talk training, linking with partner school - Camden Oracy Initiative ensuring clear medium term plans and progression documents for EYFS. 	<p>There is a strong evidence base for the impact of communication and language approaches in EYFS. 'Approaches usually involve an early years professional, who has been trained in the approach, working with a small group of children or individually to develop communication and language skills.' (EEF, Early Years Toolkit) (SHREC)</p>	<p>2</p>
<p>Implementing Instructional Coaching through:</p> <ul style="list-style-type: none"> -Two-term training programme for team of coaches, including 1:1 coaching of coaches to develop highly skilled coaching team. 	<p>Evidence suggests the potential of Instructional Coaching for improving student attainment through developing high-quality teaching (Kraft et al., 2018). The model incorporates many mechanisms of effective professional development (EEF, Professional Development Guidance Report).</p>	<p>1,2,3,4</p>

<p>High quality, carefully planned professional development that is designed to include mechanisms to ensure a balanced approach that builds knowledge, motivates staff, develops teaching techniques and embeds practice. This programme includes opportunities for video exemplification, live models from expert teachers (Lesson Design Observations), deliberate practice, peer observations and structured goal setting and action planning.</p>	<p>Evidence shows that high quality teaching is the best lever for improving attainment, especially for disadvantaged pupils. Carefully designed professional development should be evidence-based and include mechanisms to ensure a balanced approach (EEF Effective Professional Development Guidance Report).</p>	<p>1,2,3,4</p>
<p>Develop Reading for Pleasure</p> <ul style="list-style-type: none"> - Purchase Reading Road Map books for Key Stage 1 and 2 -Selection of children's literature to promote reading for pleasure culture. -Resources for each child, certificates and stickers to encourage engagement and reading for pleasure. -Resources for RfP Book Club for group of GD KS2 pupils 	<p>The Reading Framework emphasises the importance of organising books so that they are accessible and attractive to readers, providing choice and regularly refreshing stock by introducing different books.</p>	<p>3,4</p>

<p>STEAM Education - High quality science, computing and technology teaching through partnerships with local organisations and businesses, universities. .</p> <ul style="list-style-type: none"> - Artist in Residence - Scientist in Residence with Crick Institute - Enthuse Project - Google, DeepMind 	<p>Evidence summarised in the EEF Improving Primary Science report, emphasises the importance of relating science learning to real word contexts.</p>	<p>1,2, 4</p>
---	---	---------------

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional high quality SLT teaching in Y6</p> <ul style="list-style-type: none"> -SLT support with teaching and planning 	<p>Reducing class sizes has been shown to result in 2 months additional progress on pupils, on average (EEF, Teaching & Learning Toolkit).</p>	<p>4</p>
<p>Tuition in small groups in Upper Key Stage 2 for disadvantaged students:</p> <ul style="list-style-type: none"> -Tutoring and teaching in Upper KS2 with specialist teachers 	<p>There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils’ specific needs; and that it can be particularly effective for disadvantaged pupils (EEF, Teaching and Learning Toolkit).</p>	<p>1,4</p>
<p>Talk Boost interventions in EYFS targeted at disadvantaged pupils who are identified as needing support with communication and language.</p>	<p>There is a strong evidence base for the impact of communication and language approaches in EYFS. ‘Approaches usually involve an early years professional, who has been trained in the approach, working with a small group of children or individually to develop communication and language skills.’ (EEF, Early Years Toolkit).</p>	<p>2</p>
<p>Targeted support for lowest 40% in reading:</p> <ul style="list-style-type: none"> -Additional phonics interventions, delivered by staff, targeted at 	<p>High quality structured interventions can support pupils who are struggling with literacy (EEF, Improving Literacy in Key Stage 2 and 3).</p>	<p>1,3,4</p>

<p>disadvantaged pupils who need additional support with decoding and blending.</p> <ul style="list-style-type: none"> - Specialist teacher to support with phonics and reading interventions in Key Stage 1 - Talisman Texts in KS2 for group reading with comprehension. - Nesy spelling and reading programme 		
<p>Regular 1:1 reading with targeted children</p> <ul style="list-style-type: none"> - Beanstalk reading volunteers - Bookmark reading volunteers - Chapter One reading interventions for targeted pupils in Key Stage 1. 	<p>Tutormate evaluation found twice the rate of increase in their reading enjoyment levels, twice the rate of increase in their self-reported reading skill, a statistically significant higher rate of progression in their reading skills (National Literacy Trust, 2019).</p>	<p>1,3,4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Summer school which is offered free to disadvantaged pupils. Programme of structured activities including sport, art and trips, run by school staff.</p>	<p>Summer schools have a positive impact on average (three months' additional progress) Summer schools that use teachers that are known to the pupils have a higher impact, on average. (DfE Evaluation; EEF Teaching & learning Toolkit)</p>	<p>6</p>
<p>Subsidised extra curricular activities and trips, to ensure that all our children can access the full range of opportunities offered to enhance the curriculum, including:</p> <ul style="list-style-type: none"> -Subsidised places at after school clubs -Subsidised/free places on residential in Y4, Y5, Y6. -Subsidised trips including external trips, workshops, e.g. Bloomsbury football extra curricular provision; subsidised clubs. 	<p>Participation in extracurricular arts and sports have a range of wider benefits. 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 (EEF, Teaching & Learning Toolkit). Children gain hugely from these experiences, including learning to be independent, bonding with their classmates, taking risks, making decisions. EEF/ Sutton Trust research on Cultural Capital.</p>	<p>5,6</p>
<p>Subsidised wrap-around care, including:</p> <ul style="list-style-type: none"> - Breakfast Club - Magic Breakfast - Early Years wrap around care 	<p>Breakfast club: Evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. (EEF, Magic Breakfast Evaluation).</p> <p>Wrap-around-care: To support low income families to be able to return to work, with a provision of high quality care before and after school.</p> <p>http://www.familyandchildcaretrust.org/sites/default/files/files/out_of_school_out_of_mind-withoutmap.pdf#overlay-context=out-school-out-min</p>	<p>5,6</p>

<p>Pastoral team: support-SEMH for targeted pupils and family support</p> <ul style="list-style-type: none"> - Deliver interventions (eg. ELSA, socially speaking, LEGO therapy) - Transition support to and from school - Model and monitor interventions - Meet with families 	<p>Pastoral care: a whole-school approach to creating the ethos of wellbeing that culminates in better engagement and improved academic achievement of learners</p> <p>https://www.bera.ac.uk/blog/pastoral-care-a-whole-school-approach-to-creating-the-et-hos-of-wellbeing-that-culminates-in-better-e ngagement-and-improved-academic-achiev ement-of-learners</p>	<p>5,6</p>
<p>Family Liaison Officer: works with families to identify barriers and areas of support and signpost clear referral routes for families to access advice and services is essential. Targets disadvantaged pupils and attendance. Works closely with Child and Family Support Worker (funded by grant). -SLT time on attendance</p>	<p>There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions that target the individual causes of low attendance (EEF, Attendance Interventions: REA).</p>	<p>5,6</p>

Total PPG received 2023/24	£ £254,743
Item / Project	Cost
Teaching Staff Salary Costs % of Salaries for the following staff: <ul style="list-style-type: none"> - Leaders of Learning - EYFS Leader - KS2 Tutors 	£143,086
Support Staff Salary Costs % of Salaries for the following staff: <ul style="list-style-type: none"> - Pastoral Care Leader - Deputy SENCO - Inclusion Assistant 	£87,092
Staff Training & Development <ul style="list-style-type: none"> - Training and workshops - Supply cover for in-school CPD development (Connecting Classrooms) 	£3,000
Curriculum Enrichment <ul style="list-style-type: none"> - Artist in Residence - Reading/Phonics Schemes - resources - In-school reading support - Scientist in residence - RfP Books / Authors in school 	£10,000
Online Learning Resources - Whole School Initiatives <ul style="list-style-type: none"> - Maths & English subscriptions - Handwriting subscriptions 	£4,000
Mental Health and Wellbeing Support <ul style="list-style-type: none"> - CAMHS - EP SLA - Pastoral provision 	£6,500
<ul style="list-style-type: none"> - Extra curricular provision including breakfast club, after school club, extended provision - Class trips - Residential trips 	£6,000
Total	£259,678