

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Breckland School
Number of students in school	610
Proportion (%) of pupil premium eligible students	155 pupils – 26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Miss Stephanie Pitts (Assistant Headteacher)
Pupil premium lead	Miss Stephanie Pitts (Assistant Headteacher)
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,375
Recovery premium funding allocation this academic year	£42,780
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	£209,155

Part A: Pupil premium strategy plan

Statement of intent

At Breckland School we truly believe that no child should suffer in their education due to disadvantage, and we work tirelessly to combat this. Every student has the right to be the best they can be, and at Breckland School we encourage brave and ambitious teaching to facilitate this for all students in our care. Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged students at our school that is comparable with that of non-disadvantaged students nationally.

The strategies outlined in this plan aims to address key challenges across our school setting that are currently preventing our pupil premium students from achieving in line with their non-disadvantaged peers; namely reading ability (both for pleasure and for learning,) expectations and combatting educational disruption due to Covid-19. Our approach will be two-fold: responding to the common challenges all students face whilst also being individualised and addressing students' specific needs as identified. We acknowledge that not all of these needs will be known about already, and therefore there is a need to have a certain level of flexibility within this plan to ensure we are responsive with our support.

Specific, targeted interventions and early diagnosis of difficulties for students have the most positive impact on the students. Improving the cultural capital of the PP students improves their experiences at school and helps us achieve the vision and intent for the students. Ensuring that all students are able to access a broad curriculum and are taught by expert teachers who are able to deliver content in a way that is accessible and engaging for all students.

Our Aims:

1. To close the attainment and attendance gap between the school's disadvantaged students and non- disadvantaged students and bring attainment/attendance of PP students into line with National percentages/outcomes.
2. Improve curriculum provision in order to raise the in-school progress of both disadvantaged students and their peers.
3. To drive up standards of Quality First Teaching across the curriculum to improve the progress and attainment of disadvantaged students through creating an inclusive learning environment that enables all learners to succeed.
4. To improve students reading ability, allowing them to access the world of academia and cultural capital at a meaningful level.

Our approaches in this strategy underpin our expectation that all students at Breckland School, irrespective of their background or personal challenges, should strive and succeed in their time with us. The first stage in this is the students becoming strong readers, who are able to explore and interact with the world around them to a high level.

The approaches we have adopted complement each other to help students to excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.
- embed a whole school culture of reading for pleasure, knowing the benefits this has for reading for learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>A proportion of our disadvantaged students enter year 7 either below or significantly below their Reading age, and are therefore more unlikely to successfully engage with their learning.</p> <p>NGRT results from October 2023 continue to show that there are pupils who are not able to read at their chronological age upon entry. We conduct tests yearly and intervene between in order to support as many students as possible to reaching their chronological age with their reading age.</p>
2	<p>Our disadvantaged students do not perform as strongly as their non-disadvantaged counterparts across Core subjects at GCSE level, specifically in regards to 5+ pass rates.</p> <p><u>Year 11</u> All analysis based on progress indicators across all subjects. 34.62% of all progress indicators for PP students show as Below Expected, whereas for Non-PP students this is 32.08%. That is a gap of 2.54%.</p>

	<p>61.54% of all progress indicators of PP students show as Below Expected in either English OR Maths, whereas for Non-PP students this is 53.01%. This is a gap of 8.53%.</p> <p>4% of progress indicators (1 pupil) of PP students show as below Expected in English AND Maths, whereas for Non-PP students this is 14% (12 students.)</p>																																																	
3	<p>Our disadvantaged students in Year 10 are likely to significantly underperform in relation to their non-disadvantaged counterparts across Core subjects at GCSE level.</p> <p><u>Year 10</u></p> <p>All analysis based on progress indicators across all subjects.</p> <p>20.26% of all progress indicators for PP students show as Below Expected, whereas for Non-PP students this is 8.70%. That is a gap of 11.56%.</p> <p>24.14% of all progress indicators of PP students show as Below Expected in either English OR Maths, whereas for Non-PP students this is 36.71%. This is a gap of +12.57%.</p> <p>7% of progress indicators (2 pupils) of PP students show as below Expected in English AND Maths, whereas for Non-PP students this is 5% (4 students.)</p>																																																	
4	<p>Disadvantaged students are less likely to have good attendance (95% or higher) across all years, with a particularly large gap in years 7, 9 and 10.</p> <table><tr><th>Year Group</th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th><th>Cumulative</th></tr><tr><td>Year 7</td><td>80.0%</td><td>85.0%</td><td>91.7%</td><td>86.7%</td><td>81.7%</td><td>88.8%</td></tr><tr><td>Year 8</td><td>84.5%</td><td>89.7%</td><td>96.6%</td><td>94.8%</td><td>87.9%</td><td>94.7%</td></tr><tr><td>Year 9</td><td>80.0%</td><td>90.0%</td><td>85.7%</td><td>87.1%</td><td>82.9%</td><td>89.1%</td></tr><tr><td>Year 10</td><td>89.3%</td><td>87.5%</td><td>89.3%</td><td>82.1%</td><td>82.1%</td><td>89.2%</td></tr><tr><td>Year 11</td><td>80.0%</td><td>86.0%</td><td>90.0%</td><td>96.0%</td><td>90.0%</td><td>92.1%</td></tr><tr><td colspan="7">Average: 82.7% Average: 87.8% Average: 90.5% Average: 89.1% Average: 84.7% Average: 90.7%</td></tr></table>	Year Group	Monday	Tuesday	Wednesday	Thursday	Friday	Cumulative	Year 7	80.0%	85.0%	91.7%	86.7%	81.7%	88.8%	Year 8	84.5%	89.7%	96.6%	94.8%	87.9%	94.7%	Year 9	80.0%	90.0%	85.7%	87.1%	82.9%	89.1%	Year 10	89.3%	87.5%	89.3%	82.1%	82.1%	89.2%	Year 11	80.0%	86.0%	90.0%	96.0%	90.0%	92.1%	Average: 82.7% Average: 87.8% Average: 90.5% Average: 89.1% Average: 84.7% Average: 90.7%						
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5	<p>Our assessments, observations and discussions with families/carers show that many of our disadvantaged students' education has been disproportionately impacted by partial school closures due to the Covid pandemic. These impacts are still in place despite the full re-opening of schools. These findings are backed up by a number of national studies on partial school closures.</p>																																																	

6	<p>Our disadvantaged students come to us with gaps compared to their non-disadvantaged peers already established across a range of skill areas.</p> <p><u>Year 7</u> All analysis based on progress indicators across English and Maths only. 13.64% of all progress indicators of PP students show as Below Expected in either English OR Maths, whereas for Non-PP students this is 9.63%. This is a gap of 4.01%. 3% of progress indicators (1 pupil) of PP students show as below Expected in English AND Maths, whereas for Non-PP students this is 0% (0 students.)</p>
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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
All disadvantaged students leave Breckland School as strong readers.	<p>NGRT Re-tests show that students enrolled on the Thinking Reading Programme or the Lexia PowerUp programme make rapid progress and bring their reading ages in line with their actual age.</p> <p>The Thinking Reading and Lexia PowerUp programmes are embedded across the school and students are identified early and have early intervention to aid them with reading.</p>
Improved attendance for disadvantaged students.	Attendance for disadvantaged students is at least 96.5% and we close the gap between disadvantaged and non-disadvantaged students.
Disadvantaged students are as likely as their non-disadvantaged peers to be successful in their GCSE examinations.	GCSE Results show that the gap between disadvantaged and non-disadvantaged students begins to close. This should be reflected on internal mock data as well as official GCSE results.
Disadvantaged students feel positively about their schooling and can articulate this when asked.	Pupil Book Study and Pupil voice opportunities show that disadvantaged and non-disadvantaged pupils feel equally positive about their school experience at Breckland.

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 (for example, CPD, recruitment and retention)

Budgeted cost: Approx. £32,297

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Regularly run high quality Staff CPD focused on raising challenge and powerful feedback.	Feedback EEF (educationendowmentfoundation.org.uk) Individualised instruction EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 6.
2. GCSEpod subscription to enable students to have access to free exam-board specific revision materials.	https://www.gcsepod.com/impact-gcse-learning-and-revision/	2, 3, 5.
3. Recruitment, retention and professional development of staff in key departments.	https://www.brecklandschool.co.uk/about-us/governance/school-improvement-priorities-2021-22/	1, 2, 3, 4, 5.
4. Improve progress in key departments, including reducing the gap between students eligible for PP and others.	https://www.brecklandschool.co.uk/about-us/governance/school-improvement-priorities-2021-22/	1, 2, 3, 4, 5.

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

Budgeted cost: Approx. £120,799

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Increase capacity in the core departments' management structure in order to effectively resource a curriculum that is accessible to all and enables all to succeed by appointing Seconds in department.	https://www.brecklandschool.co.uk/about-us/governance/school-improvement-priorities-2021-22/	1, 2, 3, 4, 5, 6.
2. Use of HLTA to create smaller intervention groups in a Core subject.	Small group tuition EEF (educationendowmentfoundation.org.uk) Students are identified through in class testing as a bench mark with their peers.	2, 3.
3. Targeted literacy intervention using the Thinking Reading Programme or the Lexia PowerUp programme for identified students provided by trained LSAs.	https://www.thinkingreading.com/ Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5.
4. Additional time with Career Advisor - PP students have high aspirations of themselves and	Careers education EEF (educationendowmentfoundation.org.uk)	4, 5, 6.

understand all their post-16 options.		
5. Equipment for learning funded for Faculties to support PP students including revision guides provided for all subjects for PP students in Year 10.	https://www.brecklandschool.co.uk/about-us/governance/school-improvement-priorities-2021-22/	2, 3, 5.
6. KS4 Curriculum supplemented with small group tuition to ensure all learners are able to access their studies and succeed enabling them to move on to further study or employment	Small group tuition EEf (educationendowmentfoundation.org.uk)	2, 3, 5.

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

Budgeted cost: Approx. £56,059

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Tailored tuition offered to PP students in Science, English and Maths following Covid interruption.	Small group tuition EEF (educationendowmentfoundation.org.uk)	2, 3, 5.
2. NGRT provided by GL Assessment to identify reading ability early and adopt appropriate intervention strategies.	Case Studies - GL Assessment (gl-assessment.co.uk)	1, 6.
3. Trips and extra-curricular activities programme to be run with funding available to promote attendance for PP students.	Arts participation EEF (educationendowmentfoundation.org.uk)	5, 6, 7.
4. Duke of Edinburgh Award – enrolment costs and expedition costs subsidised or paid for in full for Pupil Premium students.	DofE-and-Pupil-Premium-2018.pdf	5, 6, 7.
5. Homework club provide after school 4 nights per week for all students to be able to access direct support from our LSA team.	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2, 3, 5.
6. Increase parental engagement with student progress.	Parental engagement EEF (educationendowmentfoundation.org.uk)	5, 6.

7. Increase student leadership opportunities e.g. Student Council / Reading Ambassadors / Languages Ambassadors.	The Importance of Student Leadership (aboutleaders.com)	5, 6, 7.
8. Creation and promotion of a functioning in school library, where students are encouraged to visit and take out books.	https://www.thinkingreading.com/ Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5.
9. Funding to support the implementation of whole school literacy and reading strategies.	https://www.thinkingreading.com/ Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	1, 2,3, 5.
10. Bespoke Pupil Premium Attendance support plan.	Working together to improve school attendance - GOV.UK (www.gov.uk)	4

Total budgeted cost: Approximately £172,458

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 students in the 2022 to 2023 academic year.

The vast majority of our planned actions were implemented as intended and our data does show that our 3 year plan has begun to address many of our presented challenges, however these gaps are not yet closed and the revisions to this strategy should see further improvement over coming years.

Challenge 1 refers to reading ages upon entry. We have continued our rigorous reading intervention programme over the 2022-23 Academic Year. October 2023 sits as follows:

	Jun-22	Oct-22	Mar-23	Jun-23	Oct-23
Year 7:					80%
Year 8:		62%	74%	76%	79%
Year 9:	57%	50%	59%	61%	81%

This would support the continued use of the Thinking Reading 1-2-1 reading programme for our students who are most behind with their reading upon entry. We have also embedded the additional reading intervention strategy from of the Lexia PowerUp programme with students graduating the programme already.

Challenge 6 is linked here, as alongside gaps presented in reading upon entry, we also have gaps across a range of skills presented to us. The wider school strategies employed are designed to bridge these gaps. For example we continue to offer all disadvantaged students free music tuition, and recently have expanded that offer to include tuition in more than one instrument. Student council and language ambassador schemes are fully operational, alongside a robust extra-curricular programme to support wider development of all our pupils. Disadvantaged pupils are also offered discounted rate for trips and visits – if a curriculum linked trip is £50 or less disadvantaged pupils are subsidised to £1, whereas for wider trips there is a 10% subsidy.

Challenge 2 links to GCSE outcomes for disadvantaged versus non-disadvantaged pupils. Outgoing Year 11 data from June 2022 showed that the Pupil Premium gap has increased in recent years for 5+ pass rates, but is decreasing for 4+ pass rates. The

gap for 5+ in English and Maths was -16.5% in 2021 and -18% in 2022 with the gap for 4+ English and Maths sitting at -18.4% in 2021 and -2% in 2022. Progress 8 had a gap of -0.5 in 2021, this has decreased to -0.12 in 2022, but is still not closed fully. Attainment 8 had a gap of -8.4 in 2021, and this had also reduced to -3.98 in 2022, but again is not yet closed. However, as there has been progress made towards closing the gaps, this would suggest that our strategies are beginning to have the desired effect, and over the 3 year strategy we should see continued improvement.

Challenge 3 links to predicted outcomes for our current cohort, based on Mock data in Year 10. Year 10 Academic Check 1 shows 20.26% of all progress indicators for PP students show as Below Expected, whereas for Non-PP students this is 8.70%. That is a gap of 11.56%.

24.14% of all progress indicators of PP students show as Below Expected in either English OR Maths, whereas for Non-PP students this is 36.71%. This is a gap of +12.57%.

7% of progress indicators (2 pupils) of PP students show as below Expected in English AND Maths, whereas for Non-PP students this is 5% (4 students.)

Challenge 4 is linked to disadvantaged student attendance. For the year to date our disadvantaged pupils attendance sits at an average of 88.9%. Nationally this is 87.1%, so interventions put in place have helped us with this. Our non-disadvantaged pupils have a cumulative average attendance of 93.7%, which means we have a gap of 4.8% which we hope to close as interventions become more embedded.

Challenge 5 is all about the legacy of partial school closures due to the Covid pandemic. Breckland school remained open as far as possible throughout the Covid pandemic, and was only ever partially closed when mandated by the Government. We were fortunate enough to manage infection rates and never needed to close year groups or classes. That being said, the effects these partial closure had on pupils cannot be underestimated. This challenge remains on the strategy as we look to track the impact of these closures on our students as we progress through to GCSE outcomes with each cohort.

Overall, this strategy has begun to yield positive impacts for our students, helping us on the journey to reaching our intended outcomes. The revisions to this programme will see this progress continue, in our endeavour to close all gaps.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Thinking Reading	Thinking Reading
NGRT Assessments	GL Assessments
Lexia Power Up	Lexia

Further information (optional)

The performance of disadvantaged students is something we take very seriously at Breckland School. Our desires for all of our students to succeed regardless of their background is paramount in what we do every day. The attainment of disadvantaged students is a focus area on our School Improvement Plan, we aim to close the gaps and are working as a whole school community to see this come to fruition. This whole school ambition then filters down into individual faculties, with specific elements on a wide range of Faculty Improvement Plans that are specifically aimed at meeting this whole school priority. The performance of disadvantaged students is at the forefront of our mind set as a school community, so much so that we have a dedicated member of the Senior Leadership team with a responsibility for driving the curriculum impact, and this includes a focus on outcomes for our students.

We are actively making use of the School Led Tutoring programme to ensure that no student is left behind and has all the access to specialist small group tuition they need to thrive in English, Science and in Maths, with an options on rolling this out to other subjects as the year progresses.