

Pupil premium strategy statement – Battling Brook

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
Number of pupils in school	582
Proportion (%) of pupil premium eligible pupils	16.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021/2022 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Lisa Mathie (Head Teacher)
Pupil premium lead	SLT
Governor / Trustee lead	Sue Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£147,650

Part A: Pupil premium strategy plan

Statement of intent

Battling Brook Primary School is a large Primary school situated on the outskirts of Hinckley in Leicestershire. The large grounds accommodate 1 main school building, as well as several additional structures to house the additional classes following extension from 2 to 3 form entry between 2002 and 2009. Currently there are 582 pupils on roll from the age of four to eleven (correct on 2.12.24), with 95 currently identified as receiving Free School Meals or being Pupil Premium, this equates to around 16.3% of the school population.

Our school aims of Equality, Active Learning, Compassion and Honour (E.A.C.H) capture our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas from their relative starting point.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attaining. We aim to accelerate progress in Reading, Writing and Maths to reduce the gap so that the disadvantaged group achieve in line with the National 'Others' group. We will consider the challenges faced by all vulnerable pupils, regardless of whether they are classed as disadvantaged or not and the activity we have outlined in this statement is intended to support their needs.

We aim to ensure that Teaching and Learning meets the needs of ALL pupils; to remove or reduce the barriers to learning. Therefore, high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure ALL pupils, including the disadvantaged, 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 ALL pupils' outcomes, including the disadvantaged, and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and for a variety of reasons. These challenges particularly affect disadvantaged pupils, including their readiness for learning and therefore attainment. Children's ability to regulate and recognise/communicate their emotions.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	External assessments from 2022 - 2024 indicate that Maths attainment among disadvantaged pupils among disadvantaged pupils is significantly below that of non-disadvantaged pupils at KS2. Through conversations with staff and looking at internal and external data, number fluency was highlighted as a key area of weakness.
4	Internal and external 2022 - 2024 assessments indicate that progress and attainment in Reading among disadvantaged pupils is significantly below that of non-disadvantaged pupils at KS2. If this becomes a focus then there will be an impact on writing too.
5	Our observations and discussions with pupils and families have identified reduced access to wider enrichment activities a lack of opportunities for learning at home, difficulties accessing extra-curricular clubs/activities and access to uniform.

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
1. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● consistent and high engagement in lessons (readiness for learning) ● fewer referrals to pastoral support team positive impact on progress and attainment data at KS2 (closing gaps to peers).
2. Improved oracy and use of vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, especially on entry. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
3. Improved attainment in Maths for disadvantaged pupils at the end of KS2.	KS2 Maths outcomes in 2024/25 show that ALL (non-SEN) disadvantaged pupils closed the attainment gap to their peers/national. Internal data shows closing of gap to peers - especially in terms of fluency..
4. Improved attainment in Reading for disadvantaged pupils at the end of KS2.	KS2 Reading outcomes in 2024/25 show that ALL (non-SEN) disadvantaged pupils closed the attainment gap to their peers/national.. Internal data shows closing of gap to peers.
5. To achieve and sustain greater opportunities for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> ● A significant increase in participation in enrichment activities, particularly among disadvantaged pupils ● Increased engagement in home learning activities All children consistently wear complete school uniform, including PE kit.

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: £ 17,186

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school training on 'Botheredness' and developing an engaging curriculum (Hywel Roberts)</p>	<p>Research and practice based ideas for how the curriculum can be adapted to “develop wisdom in children – the capacity to think, to apply knowledge, to empathise, to weigh up evidence, to consider consequences and to make informed choices.”</p> <p><u>Book: 'Unchartered Territories" by Hywel Roberts and Debra Kidd</u></p> <p><u>Book: 'Oops! Helping Children Learn Accidentally'</u></p> <p><u>Hywel Roberts: TES</u></p>	<p>2, 3, 4</p>
<p>Maths is made a priority on the BBPIP (School Improvement Plan) for each Phase as a key area for development.</p> <p>Release time for Maths subject leader to monitor and evaluate as well as peer and group planning surgeries.</p> <p>Release time for engagement with NCETM Mastery in Number Hub.</p> <p>Extra teacher in Year 6 to enable more focussed teaching for all groups.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u></p> <p><u>NCETM Mastery Materials</u></p> <p><u>EEF Guidance Report Maths EYFS KS1</u></p> <p><u>EEF Guidance Report Maths KS2</u></p>	<p>2, 3</p>
<p>Drawing club training for staff in Reception and KS1 in order to enable a consistent approach to the teaching of early reading and writing.</p>	<p><u>https://www.canigoandplaynow.com/drawing-club.html</u></p>	<p>2,4</p>
<p>Reading is made a priority on the BBPIP (School Improvement Plan) for each Phase as a key area for development.</p> <p>Release time for Reading subject leader to monitor</p>	<p><u>EEF Guidance Report Literacy KS2</u></p>	<p>2, 4</p>

<p>and evaluate as well as peer and group planning surgeries.</p> <p>Staff training on teaching Reading (Guided Reading process)</p> <p>Participation in HfL Reading fluency pilot focussing on WTS Disadvantaged children.</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 105,541

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Consistent use of targeted reading, writing and maths interventions in each Phase:</p> <p>EYFS/KS1 – Read, Write Inc. Phonics, Mastery in Number (NCETM)</p> <p>LKS2 – Moving Reading and Writing On, Doodle Maths</p> <p>UKS2 – Read, Write Inc. Fresh Start, Doodle Maths</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Toolkit: Teaching Assistant Interventions</p> <p>EEF Guidance Report: Teaching Assistants</p>	1, 2, 4
<p>Children who are Working Towards and/or in receipt of Pupil Premium funding will participate in 'Doodle Maths' intervention.</p> <p>Embed use of 'Timestables Rockstars' or 'Numbots' across all year groups to increase engagement with learning times tables (online technology enables pupils to receive instant feedback and provides formative assessment information for teachers to move learning forward)</p>	<p>Evidence shows that assessment and feedback that moves learning forward is effective in raising attainment:</p> <p>EEF Guidance Report: Feedback to improve learning</p> <p>EEF Toolkit: Feedback</p>	3, 4

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

Budgeted cost: £ 24,923

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school 'My Happy Mind' initiative. Regular staff training and 30-45 minute sessions each week.	https://myhappymind.org/about/	1,2
Provide Homework club to support those children who have less opportunity for learning at home	EEF Toolkit: Homework	2,3,4,5
<p>Trip subsidy for all pupils</p> <p>Subsidy for wider enrichment opportunities and uniform</p> <p>Extra-Curricular lead to identify PP for clubs etc.</p> <p>Participation events will be targeted at PP children by Sports/Extra-curricular lead.</p> <p>Lunch time clubs as well as after school clubs to be offered (subsidised for PP children).</p>	<p>Evidence suggests that young people who have the opportunity to learn through and about culture are better equipped to achieve across the curriculum, and to take responsibility for their own learning. Attendance, attitude and wellbeing are all improved by engagement with culture.</p> <p>Cultural Learning Alliance</p>	5

Total budgeted cost: £ 147,650

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

Data headlines

EYFS

Good Level of Development

22.2% of your school's Disadvantaged cohort achieved a good level of development, 2 - out of 9.

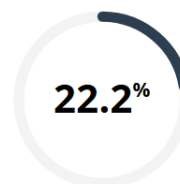
This is 48.9% - the national Non-Disadvantaged cohort at 71.1%.

The Disadvantaged pupil(s) in your school are in percentile 82 for EYFS good level of development when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-48.9%
National: Disadvantaged	-29.2%
School: Non-Disadvantaged	-40.1%

SCHOOL: VALUE



Phonics

Expected Standard (Year 1)

81.8% of your school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 9 pupils out of 11.

This is 2.0% lower than the national Non-Disadvantaged cohort at 83.8%.

Your school's gap to Non-Disadvantaged pupils nationally has improved by 0.2% from -2.2% in 2022/23, to -2.0% in 2023/24.

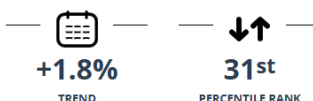
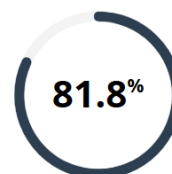
Your Year 1 Disadvantaged cohort's Phonics Expected Standard has increased by 1.8% from 80.0% in 2022/23, to 81.8% in 2023/24.

The Disadvantaged Year 1 pupil(s) in your school are in percentile 31 for Phonics Expected Standard when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-2.0%
National: Disadvantaged	+13.7%
School: Non-Disadvantaged	-6.0%

SCHOOL: VALUE



Expected Standard (Year 2)

66.7% of your school's Year 2 Disadvantaged cohort achieved the expected standard in Phonics, **2 pupils** out of 3.

This is **8.4%** higher than the **national Non-Disadvantaged** cohort at **58.3%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **n/a** from -- in 2022/23, to +8.4% in 2023/24.

Your Year 2 Disadvantaged cohort's **Phonics Expected Standard** has -- from - in 2022/23, to 66.7% in 2023/24.

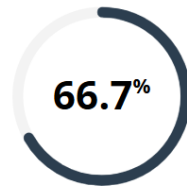
The Disadvantaged Year 2 pupil(s) in your school are in **percentile 27** for **Phonics Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+8.4%
National: Disadvantaged	+18.3%
School: Non-Disadvantaged	+20.5%



SCHOOL: VALUE



KS2

RWM Expected Standard

33.3% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, **5 pupils** out of 15.

This is **34.3%** lower than the **national Non-Disadvantaged** cohort at **67.6%**.

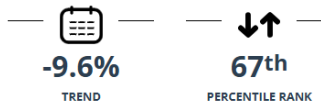
Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 10.9%** from -23.4% in 2022/23, to -34.3% in 2023/24.

Your Disadvantaged cohort's **Reading, Writing & Maths Expected Standard** has **decreased by 9.6%** from 42.9% in 2022/23, to 33.3% in 2023/24.

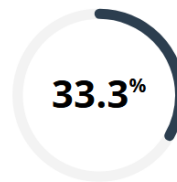
The Disadvantaged pupil(s) in your school are in **percentile 67** for **Reading, Writing & Maths Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-34.3%
National: Disadvantaged	-12.4%
School: Non-Disadvantaged	-18.8%



SCHOOL: VALUE



GPS Expected Standard

33.3% of your school's Disadvantaged cohort achieved the expected standard in Grammar, Punctuation and Spelling, **5 pupils** out of 15.

This is **45.1%** lower than the **national Non-Disadvantaged** cohort at **78.4%**.

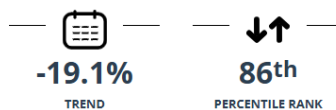
Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 19.2%** from -25.9% in 2022/23, to -45.1% in 2023/24.

Your Disadvantaged cohort's **Grammar, Punctuation and Spelling Expected Standard** has **decreased by 19.1%** from 52.4% in 2022/23, to 33.3% in 2023/24.

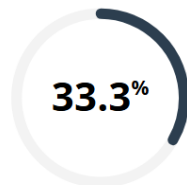
The Disadvantaged pupil(s) in your school are in **percentile 86** for **Grammar, Punctuation and Spelling Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-45.1%
National: Disadvantaged	-26.0%
School: Non-Disadvantaged	-28.7%



SCHOOL: VALUE



Writing Expected Standard

53.3% of your school's Disadvantaged cohort achieved the expected standard in Writing, **8 pupils** out of 15.

This is **24.6%** lower than the **national Non-Disadvantaged** cohort at **77.9%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 13.9%** from -10.7% in 2022/23, to -24.6% in 2023/24.

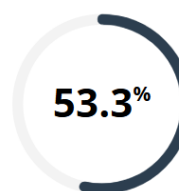
Your Disadvantaged cohort's **Writing Expected Standard** has **decreased by 13.4%** from 66.7% in 2022/23, to 53.3% in 2023/24.

The Disadvantaged pupil(s) in your school are in **percentile 62** for **Writing Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-24.6%
National: Disadvantaged	-5.5%
School: Non-Disadvantaged	-11.5%

SCHOOL: VALUE



Maths Expected Standard

53.3% of your school's Disadvantaged cohort achieved the expected standard in Maths, **8 pupils** out of 15.

This is **26.3%** lower than the **national Non-Disadvantaged** cohort at **79.6%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **improved by 5.3%** from -31.6% in 2022/23, to -26.3% in 2023/24.

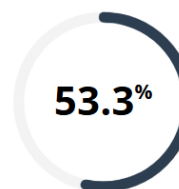
Your Disadvantaged cohort's **Maths Expected Standard** has **increased by 5.7%** from 47.6% in 2022/23, to 53.3% in 2023/24.

The Disadvantaged pupil(s) in your school are in **percentile 62** for **Maths Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-26.3%
National: Disadvantaged	-6.0%
School: Non-Disadvantaged	-5.9%

SCHOOL: VALUE



Challenge 1 – Supporting pupils with social and emotional issues

Social and emotional health and wellbeing continues to be a challenge for many of the pupils of our school.

We now have 3 ELSAs trained to effectively and consistently deliver interventions with our existing ELSA in response to the needs of individual children across the school as and when it is required. Children are identified by the pastoral team and then receive ELSA support - attendance to this is recorded. If a child needs further support then they are referred to the school counsellor.

Lunchtime/nurture groups are run successfully and offer pupils a calm space and structure to their free time where it is needed. Equally, the nurture group before school ensures a calm start to the day for those who need it.

The 'Everyone's Welcome' scheme (at least once per half term) and 'My Happy Mind' (weekly) ensure a consistent approach to the teaching of PSHE and support children's personal development. It has had a positive impact on relationships and behaviour amongst pupils and has improved children's understanding of emotional issues such as bullying and self regulation as well as showing a variety of cultures and ways of living. They encourage open discussion and expressing opinions, broadening the minds of the children who often come from a White British, non-diverse upbringing and background.

Next steps

- Create ways to monitor and track access to the various groups for PP children.
- Use Pupil Voice as a tool to capture the views of the children.
- Potential pupil questionnaire annually to capture pupils' views.

Challenge 2 – Oral language skills and vocabulary

This continues to be an area of weakness for many of our pupils. Children entering FS demonstrate poor oral language skills and narrow vocabulary on entry.

- Sentence stems are on display and used across the curriculum and opportunities for high quality talk, with and modelled by the class teacher are built into lessons.
- Speech and language interventions are run successfully across the school for those pupils who need them and the identification/assessment process in school is efficient.
- Staff in FS2 and Year 1 have received training in Drawing Club and this has had a huge impact in developing talk opportunities to support with writing development.
- Now a key priority on the BB PIP across all areas of the curriculum.

Next steps

- Invest in a language screening tool to enable early identification of language issues in EYFS.

Challenge 3 - Maths progress and attainment among disadvantaged pupils

- Maths is a key priority on the school improvement plan
- Weekly fluency lessons are being taught in KS2 focussing on number facts and the 4 operations.
- FS and KS1 staff are part of NCETM Mastery in Number - daily sessions are being taught.
- Interventions- post-teach/pre-teach in place for disadvantaged pupils not meeting the expected standard in maths (who are not SEN)
- 'Doodle Maths' interventions used to support SEN disadvantaged pupils that are below the expected standard in maths as well as all children in receipt of PP funding.
- Use of TT Rockstars or Numbots (Years 1-6) in all year groups. ICT homework club one lunch time a week to help those with difficulties accessing technology at home.
- Additional option of homework club is offered to all pupils during lunchtimes.
- Maths leads are attending Maths Hub CPD sessions
- Further INSETs planned to deliver to staff on maths CPD (subject audit) and further development of fluency lessons around number facts and arithmetic. Maths lead has reviewed the calculation policy to ensure it is following a maths mastery approach with clear progression and adherence to the CPA approach.
- Despite the gap narrowing, we are still seeing a considerable gap between Non – Disadvantaged and Disadvantaged groups in KS2 but End of KS1 data suggests that gap will close significantly over the coming years.

Next steps

- investigation into the number of disadvantaged chn who take up the offer is needed so we can have tangible data of the numbers of chn accessing (especially PP chn who NEED this support).
- Data will be analysed to see the impact of focus in end of Term assessments to measure impact.
- Monitoring of fluency/Mastering Number sessions to ensure quality.
- Evaluating the impact of Doodle Maths intervention to ensure gaps are being filled.

Challenge 4 – Progress and attainment in Reading

- Reading is a key priority on the school improvement plan
- School has been part of the HfL reading fluency project - PP children in WTS prioritised.
- Reading for Pleasure prioritised on class time tables.

- Additional option of homework club is offered to all pupils during lunchtimes.
- Reading leads are attending TELA CPD sessions
- Inset delivered to support the teaching of Reading
- Allotted monitoring time for Reading Lead for Lesson obs, planning support etc.
- Author visits to promote a love of reading.
- Reading events planned in school to promote reading for pleasure.
- Investment in high quality/high interest texts.

Next steps

- Investigate and implement Reading interventions to help narrow the gap between Disadvantaged and Non-Disadvantaged groups.
- Data will be analysed to see the impact of focus in end of Term assessments to measure impact.

Challenge 5 – Wider enrichment activities

Trips and uniform subsidy is vital in supporting families and ensures a positive impact for Disadvantaged children being able to access the same opportunities as other children.

Homework club runs successfully for KS2 and teachers have supported all pupils (including Disadvantaged) to attend should they struggle to complete the work at home.

There are many extra-curricular clubs available at school but very few PP pupils attend (despite funding being available). Consultation with PP families and greater advertisement is planned later this academic year.

Next steps

- Trial of lunchtime provision (sports coach)
- Offer the opportunity for TAs to run lunchtime clubs specifically targeted at PP children.
- Send consultation to PP families for clubs that they would be interested in.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
ELSA	Leicestershire Educational Psychology Service

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.