

Pupil premium strategy statement

Brookland Junior School



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Brookland Junior School
Number of pupils in school	353 pupils
Proportion (%) of pupil premium eligible pupils	105 pupils (29.7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	December 2023
Date on which it will be reviewed	May 2024
Statement authorised by	Mandeep Barton
Pupil premium lead	Adam Pugh
Governor / Trustee lead	Amy Claydon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,850
Recovery premium funding allocation this academic year	£0
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	£153,850

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for the disadvantaged pupils:

At Brookland Junior School, we have high aspirations for all of our pupils and believe that every child should have an equal opportunity to achieve to their full potential. We are determined to provide support and guidance to those pupils who receive Pupil Premium funding, so that they can overcome specific barriers to their learning. We have the desire to ensure that all pupils have an equal opportunity at succeeding in their academic learning and value each child's Social, Emotional and Mental Health (SEMH) in underpinning their chances of success.

We are also passionate about developing the pupils' cultural capital- providing enriching experiences which help shape their futures. We want our disadvantaged children to achieve as well as the non-disadvantaged in our school, and as well as non-disadvantaged pupils nationally.

Key Principles:

Our pupils are set high expectations and measured against national data sets, so that all children can succeed to the best of their ability. Data is used to identify early intervention so that children do not fall further behind, and so that they can have their progress accelerated. We will ensure that all staff are involved with the analysis of data for disadvantaged children, so that everyone is aware of the pupils' strengths, gaps and areas for development.

Robust systems are in place to track attendance and behaviour incidents to ensure that these are not barriers to the pupils' academic catch-up. This includes support for each child's Social, Emotional and Mental Health (SEMH) needs to support the pupils who have difficulty in managing their emotions and behaviour. The school adopts a culture for nurturing pupils and has embedded 'Wellbeing Champions', who have regular one to one contact with every Pupil Premium pupil. We have also invested in the CHEXS programme to provide support, advice and guidance for disadvantaged families. The aims of the programmes are to build relationships and overcome barriers to in turn impact attainment across core areas of the curriculum.

In addition, we aim to provide a broad and balanced curriculum which offers the children a wealth of exciting learning experiences. The biggest impact will come from high Quality First Teaching (QFT) where we will ensure that teaching and learning opportunities meet the needs of all pupils:

- Uses effective assessment to identify the needs of disadvantaged children and ensure that appropriate provision is in place

- To recognise that not all pupils who receive free school meals will be socially disadvantaged
- To identify pupils who are not in receipt of free school meals, but who may be socially disadvantaged. Therefore, we will allocate some funding to support any pupils or groups who have been identified as socially disadvantaged.

Furthermore, our pupils will be provided with a wealth of enriching opportunities to support their wider personal development, from extra-curricular clubs to trips.

The Key Measures:

We monitor reading robustly. This starts with additional phonics intervention in Year 3, to close gaps which may have emerged in KS1, and works to close the gap between disadvantaged pupils and their peers. A new whole-class strategy will be launched to develop the key skills outlined in the National Curriculum, including developing the pupils' ability when reading aloud. Pupil Premium pupils will read daily with an adult and listen to a range of texts being read to them- this will ensure exposure to new vocabulary and will allow them to develop fluency.

We measure maths using end of unit and end of term summative assessments, using this data to identify gaps in learning and early interventions to enable pupils to catch up. Daily formative assessment opportunities enable staff to plan for challenge and scaffolding more effectively.

Termly writing moderation in all of our year groups, and as a whole-school, enables us to track progress and attainment against national expectations. Moderations help upskill all staff and benchmark writing standards consistently.

The use of knowledge organisers and working walls is being embedded across all areas of the curriculum to enhance knowledge retrieval, increase engagement and foster independence. Recent CPD has launched strategies for adaptive (responsive) teaching and developed understanding for all teachers in how to ensure that all children make progress in every lesson. We are now focusing on the use of hinge questions to enhance assessment for learning across the school, challenging pupils earlier and more effectively to achieve desired learning intentions.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance/persistent absence of some pupil premium/disadvantaged pupils
2	Some pupils and their families members have social, emotional and mental health difficulties, which can impact attendance, behaviour and learning outcomes
3	Low attainment and slow progress made by pupil premium/disadvantaged children. Pupils have gaps in their learning and find it difficult to retain/recall prior knowledge
4	Disadvantaged pupils have less culture capital and wider experiences/exposure to learning opportunities beyond home and the local area
5	Lack of communication and engagement from parents of some pupil premium pupils

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
Rapidly improve attendance through efficient channels of communication to hold accountability and to support parents/carers overcoming barriers	<ul style="list-style-type: none"> -Ensure that attendance is 96% and above for disadvantaged children -Monitor attendance regularly and intervene in a timely fashion, through fortnightly meetings between attendance lead and headship teams to discuss individual absences -Embed clear channels for communication to hold parents accountable (written communication) -Introduction of a pastoral lead to develop relationships with parents and support families -Persistent late attenders or absentees invited to breakfast club -Provide transport support, uniform and PE kit for identified children who have these barriers to attending school - Referrals to be made for CHEXS family support to improve attendance outcomes
To support pupils and families identified as having social, emotional and/or mental health (SEMH) difficulties	<ul style="list-style-type: none"> -Embed new PSHE curriculum across the school -Pupil premium pupils to build relationships with their Wellbeing Champions and identify support to overcome individual barriers -Pastoral lead to develop relationships with identified families and provide support to overcome barriers -Identified children to be part of carefully planned SEMH interventions to improve focus and confidence towards core learning -Identified children to have access to counselling support -Mental Health lead to lead on whole-school wellbeing events to develop resilience, self-esteem, and to communicate with parents -CHEXS GROWTH programme to improve confidence, resilience and aspirations by exposing identified children to new experiences, enabling social interaction and mental health improvements

	<ul style="list-style-type: none"> -Referrals to CHEXS team used to support and advise identified families at home
<p>Accelerate progress and improve outcomes so that more disadvantaged children are at, or above, age related expectations in reading, writing and maths</p>	<ul style="list-style-type: none"> -Achieve national average progress scores in KS2 reading, writing and maths -End of KS2 national assessments are carefully monitored and measures put in place to ensure the gap is closing compared to national data -Children can talk efficiently about their learning and next steps to improve, including self-editing in purple pen and responding to feedback effectively- and consistently -Pupils independently use knowledge organisers and working walls to develop their knowledge, skills and transferrable vocabulary across the curriculum. They will also develop independence, retrieval and engagement in topics -All staff provide effective feedback to give pupils the skills to manage their learning, self-regulate and take on challenges -Staff to adapt planning and learning sequences in line with assessments -Adaptive (responsive) teaching strategies to become embedded in quality first practice- with a focus on utilising hinge questions for effective scaffolding and challenge for all learners -Small group tutoring to support with year 6 core learning daily
<p>Pupils are provided with a wealth of experiences to contextualise learning</p> <p>School will deliver an engaging, broad, and varied curriculum</p> <p>Support accessing extra-curricular provision</p>	<ul style="list-style-type: none"> -Ensure the curriculum is balanced and carefully sequenced, and that a creative curriculum allows opportunities for cultural development and wider experiences -Themed curriculum days to deepen children's learning or topics and cultures -A range of trips/visits planned by teachers and SLT, across varied areas of the curriculum for all year groups -Funding used to support the attendance of disadvantaged children for clubs and trips (including support accessing the year 6 residential trip) -Pupils' cultural capital developed through exposure to a range of cultural, enrichment, sporting and social experiences. E.g. Enrichment programme to be established with the local secondary school- music, cooking, library visits -To increase the uptake of pupil premium pupils attending a range of different extra-curricular clubs that are on offer -Support funding access to breakfast and after-school clubs -Lunch time provision through OPAL programme to offer a range of experiences for all children
<p>Improve home school engagement and communication opportunities</p>	<ul style="list-style-type: none"> -Introduce and develop the role of a Pastoral Care Lead to be a home-school link to encourage engagement with families -Provide more opportunities for parents to visit the school and gain a more informed understanding of their child's education- e.g. assemblies, meetings, curriculum events -Gain parent/carer voice through regular questionnaires and feedback opportunities -Referrals to CHEXS for identified families to offer support, overcoming any barriers in the home

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: £63,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocation of funding towards closing the gap with peers in reading. Reading Lead to deliver Continuous Professional Development (CPD) on reading scheme and on delivering whole-class reading lessons. Leadership time for reading lead to monitor and feedback. Investment in new high-quality books, including e-books, and reading packs for new library (and class library areas) to inspire children. Deliver phonics training and invest in resources for phonics scheme.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	3
<p>Funding for Pupil Premium Lead to monitor, review and implement support to PP children (including additional training and work with external agencies). Funding for Pupil Premium lead (DHT) one day leadership per week for monitoring, coaching and CPD. Funding one day per half term for Head teacher.</p>	CPD for leaders from Hertfordshire for Learning partnership to improve outcomes	2, 3 and 4
<p>Funding for additional part-time teacher in year 6. Additional teacher to provide targeted academic interventions to support pupils in core lessons during morning sessions</p>		3
<p>Funding for additional Teaching Assistant to become Pastoral Lead and</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2

deliver SEMH interventions-protected behaviours, emotional literacy and social groups to disadvantaged pupils across the school		
Funding for counsellor to deliver weekly counselling sessions with identified disadvantaged children	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Allocation of funding towards Continuous Professional Development (CPD) for teachers and teaching assistants across the school. Impact of CPD to be recorded and monitored. Focus on inclusion and provision through Quality First Teaching, specifically focusing on adaptive (responsive) teaching).	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2 and 3
Teaching and Learning and Assessment Lead (DHT) to support staff in developing and analysing pupil premium outcomes and in formulating provision maps to improve outcomes.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 4, 5
English and maths subject leads (Headship team) to monitor outcomes through robust systems and train staff to address gaps in quality first teaching of the subjects		3
Funding allocated towards resourcing for core learning. CGP books subsidised so that all children have access to these for home learning. Investment in new laptops and Ipads to allow access to updated technology for in-class learning and use during interventions.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	3 and 5

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants to provide structured academic interventions for catch up across reading, writing and maths (including phonics catch-up and 1-1 reading daily).</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2 and 3</p>
<p>SENCO to work with Teaching Assistants and provide CPD on interventions to support disadvantaged pupils with SEMH and academic needs.</p> <p>Teaching assistants to deliver interventions across the school to identified pupils.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>2 and 3</p>
<p>Wellbeing Champions to work 1-1 with all disadvantaged children weekly to identify barriers, and the support required to overcome these.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>2 and 3</p>
<p>Teachers to provide booster sessions to targeted year 6 pupils from term 3.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>3</p>

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance through robust monitoring. Fortnightly meetings with Attendance Lead and Headship team. Offer breakfast and after-school club places for identified children with low attendance. Referrals made to CHEXS family support service. Support with uniform, including for PE, to be provided for individuals. Support for transport offered where identified need is present, e.g. bus passes Breakfast club subsidised to improve attendance.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>1 and 5</p>
<p>Pastoral Lead to develop relationships with families and identify barriers to attendance and SEMH of families. They will work closely with the SLT to put effective support measures in place to improve attendance and alleviate barriers to learning.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2</p>
<p>Vulnerable children to be highlighted and supported through targeted SEMH sessions and counselling</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>2 and 5</p>
<p>All pupil premium children across the school will be allocated a Wellbeing Champion who will support them in alleviating barriers to learning by meeting weekly</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1 and 5</p>
<p>Partnership with local charity CHEXS for specialised pastoral and family support. Investment in to their primary</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>2 and 5</p>

GROWTH programme for SEMH provision and to develop the self-esteem, confidence and aspirations of identified children	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
Funding to support all children in accessing opportunities to participate in activities which enhance and broaden their learning experiences across the curriculum and develop their cultural capital (trips/visits, extra-curricular clubs, secondary school partnership: music lessons, cooking). Funding for year 6 PGL residential.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4

Total budgeted cost: £153,850

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