

Pupil Premium strategy statement

Brookland Junior School



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	Brookland Junior School
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	89 pupils (27%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2027
Statement authorised by	Mandeep Barton
Pupil premium lead	Adam Pugh
Governor / Trustee lead	Carly Curry (Link governor for inclusion)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,260
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	£127,260

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 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 by 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 local and 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 across the school.

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 by:

- ensuring appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- using effective assessment strategies (formative and summative) to identify the needs of disadvantaged children and ensure that appropriate provision is in place

- recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Furthermore, our pupils will be provided with a wealth of enriching opportunities to support their wider personal development and to develop their cultural capital.

The Key Measures:

We monitor reading robustly, as a skill which underpins all learning experiences in school. This starts with additional phonics intervention for identified individuals 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 whole-class approach to teaching reading has been embedded 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 and comprehension.

We measure maths using formative and end of term summative assessments, using this data to identify gaps in learning and to plan early interventions to enable pupils to catch up. Daily formative assessment opportunities enable staff to plan for challenge and scaffolding more effectively. All children have exposure to explicit modelling to develop fluency and reasoning skills over time.

A new writing curriculum is being established to help children write for a range of purposes and for specific audiences. Writing moderations take place in each year group, at the end of each writing unit, which enables us to identify gaps, track progress and attainment against national expectations. Regular whole-school moderations help upskill all staff and benchmark writing standards consistently. Grammar, Punctuation and Spelling outcomes help teachers to identify learning gaps, which informs planning to help target specific skills that may be missing.

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, spaced learning and developing the long-term memory, allowing children to remember more knowledge over time. We are now focusing on the use of hinge questions to enhance Assessment for Learning (AfL) across the school, identifying pupils' understanding and allowing teachers to challenge those who are ready earlier in the lesson.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance/high 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, specifically in writing. Pupils have gaps in their learning and find it difficult to retain/recall prior knowledge.
4	Some disadvantaged pupils have less culture capital more limited wider life experiences/exposure to learning opportunities beyond home and immediate community.
5	Home-school communication and engagement from parents/carers of some pupil premium families.

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 and reduce persistent absence for disadvantaged pupils, through efficient channels of communication to support families in overcoming barriers	<p>Ensure that attendance is 96% and above for disadvantaged pupils.</p> <p>Leaders to monitor attendance regularly and intervene in a timely fashion, identifying barriers and creating action plans for individual pupils.</p> <p>Embed clear channels for communication to hold parents accountable (written communication).</p> <p>1-1 wellbeing champions to establish strong relationships with disadvantaged pupils, identify barriers and interventions to help improve attendance.</p> <p>Persistent late attenders or absentees invited to breakfast club and clubs before school, e.g. netball/chess.</p> <p>Provide transport support, uniform (including PE) for identified children who have these barriers to attending school.</p> <p>Referrals to be made for CHEXS family support to improve attendance outcomes.</p>
Pupils and families with identified social, emotional or mental health (SEMH) needs (including trauma and	<p>Every disadvantaged child assigned a wellbeing champion, who will meet with them weekly and provide support to overcome individual barriers and to develop emotional resilience.</p>

<p>adverse childhood experiences-ACES) are supported by school staff to help remove or alleviate the needs</p>	<p>Pupil Premium lead to develop relationships with identified families and provide support to overcome barriers through in-house workshops and individualised support.</p> <p>Identified pupils placed into targeted provisions- counselling, SEMH intervention, protective behaviours, Lego therapy and nurture groups with lead LSA, trained support staff and counsellor.</p> <p>Mental Health lead to lead on whole-school wellbeing events to develop resilience, self-esteem, and to communicate with parents.</p> <p>Refer individual pupils to the Chexs Growth programme to improve confidence, resilience and aspirations by exposing identified children to new experiences, enabling social interaction and mental health improvements through collaborative project work.</p> <p>Referrals to Chexs team used to support and advise identified families at home.</p>
<p>Improve academic outcomes of the disadvantaged pupils by narrowing attainment gaps in reading, writing and maths compared to non-disadvantaged peers.</p> <p>A specific focus is needed on raising attainment in writing for disadvantaged pupils compared to the outcomes of disadvantaged pupils nationally, in addition to non-disadvantaged peers.</p>	<p>Disadvantaged pupils to achieve national average progress and attainment scores/outcomes in KS2 reading, writing and maths.</p> <p>End of KS2 national assessments are carefully monitored and measures put in place to ensure the gap is closing compared to national data for non-disadvantaged peers.</p> <p>Staff to adapt planning and learning sequences in line with assessments and gaps identified from summative assessment and ongoing formative Assessment for Learning (AfL).</p> <p>To support identified children in developing foundational skills to an age expected standard in writing (handwriting, spelling and reading) through quality first teaching and by providing additional provision to support them in making progress in these areas.</p> <p>Children applying a range of taught spelling strategies when writing, in line with spelling and writing schemes.</p> <p>1-1 conferencing in place to proof-read and improve writing.</p> <p>To develop children's metacognition and oracy- the children can talk confidently about their learning, with reasoning, and can identify their next steps to improve. This will include self-editing in purple pen and responding to feedback effectively.</p> <p>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.</p> <p>All staff provide effective feedback to give pupils the skills to manage their learning, self-regulate and take on challenges.</p>

	<p>Adaptive (responsive) teaching strategies to become embedded in quality first practice- with a focus on utilising hinge questions for effective scaffolding and more timely challenge for all learners through split starts.</p> <p>Small group tuition to support with targeted year 6 core learning daily to accelerate progress.</p>
<p>Pupils are provided with a wealth of experiences to contextualise learning and to develop cultural capital.</p> <p>School will deliver an engaging, broad, and varied curriculum.</p> <p>Support accessing extra-curricular provision.</p>	<p>Ensure the curriculum is balanced and carefully sequenced, and that a creative curriculum allows opportunities for children's interests to be tailored for.</p> <p>Pupils are engaged in activities, interventions and homework as measured in learning walks, SLT monitoring and class teacher feedback.</p> <p>Teachers and senior leaders to plan a range of trips/visits planned by teachers and SLT, across varied areas of the curriculum for all year groups.</p> <p>Themed curriculum days to deepen children's learning or topics and cultures.</p> <p>Funding used to support the attendance of disadvantaged children for clubs and trips (including support accessing the year 6 residential trip).</p> <p>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.</p> <p>Increase the uptake of pupil premium pupils attending a range of different extra-curricular clubs that are on offer to increase opportunities.</p> <p>Support funding access to wraparound care provision.</p> <p>Lunch time provision through OPAL programme to offer a range of experiences for all children, e.g. learning to ride a bike.</p>
<p>Improve home school engagement and communication opportunities</p>	<p>Pupil premium lead to establish clear and regular communication with disadvantaged families.</p> <p>Provide more opportunities for parents to visit the school and gain a more informed understanding of their child's education- e.g. assemblies, workshops, meetings, curriculum events</p> <p>Gain parent/carer voice through regular questionnaires and feedback opportunities</p> <p>Referrals to CHEXS for identified families to offer support, overcoming any barriers in the home</p>

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: £80,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding for additional part-time teacher in Year 6. Additional teacher to provide targeted academic interventions to support pupils and close gaps in core lessons during morning sessions.</p> <p>Funding for additional teacher in Year 5 to provide targeted support in writing, to close the gap with peers</p>	<p>Smaller groups allow greater personal learning support and attention. Targeted attention helps boost confidence and motivation. Resources specifically meet the needs of individual learners.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3
<p>Funding for counsellor to deliver weekly counselling sessions with identified disadvantaged children who have experienced trauma or adverse childhood experiences (ACES).</p> <p>CPD for all staff to understand more about ACES and needs.</p>	<p>Through further understanding of the neuroscience behind attachment and trauma that stops vulnerable children from accessing learning, staff can develop personalised classroom teaching and behaviour management strategies to enable vulnerable or disengaged pupils to make progress and also support their social and emotional learning.</p> <p>Evidence indicates that where a trauma-informed approach has been implemented that this improves experiences of (education) services and improves engagement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1 and 2
<p>Funding for Lead LSA (Learning Support Assistant) to become Pastoral Lead and deliver SEMH interventions-protected behaviours, emotional literacy and social groups to disadvantaged pupils across the school</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2

<p>Investment in new high-quality books, including e-books, audio 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>	<p>3</p>
<p>Allocation of funding towards Continuous Professional Development (CPD) for teachers and teaching assistants across the school.</p> <p>Focus on inclusion and provision through Quality First Teaching, specifically focusing on adaptive (responsive) teaching and metacognition.</p> <p>Impact of CPD to be recorded and monitored.</p>	<p>High quality, Wave 1 teaching is the most effective way of targeting the needs of all pupils (EEF). Curriculum should meet needs of all learners, as outlined in curriculum intent statement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>2 and 3</p>
<p>Teaching and Learning and Assessment Lead to support staff in developing and analysing Pupil Premium outcomes compared to non-disadvantaged peers, and in formulating provision maps to improve outcomes.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2, 3, 4, 5</p>
<p>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.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>3 and 5</p>

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

Budgeted cost: £31,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support in funding for small group teaching in addition to classroom provision to promote learning.</p>	<p>Smaller groups allow greater personal learning support and attention. Targeted attention helps boost confidence and motivation. Resources specifically meet the needs of individual learners.</p>	<p>2 and 3</p>
<p>Teaching Assistants to provide structured academic interventions for catch up across reading, writing and maths (including foundational skills: phonics catch-up, 1-1 reading and handwriting practice daily).</p> <p>SENCO to work with Teaching Assistants and provide CPD on interventions to support disadvantaged pupils with both SEMH and academic needs.</p>	<p>Supplementing quality first teaching, teaching assistants can positively impact learning outcomes when deployed effectively. There is higher impact where TAs are trained and deployed to target pupils through small-group support, and where specific CPD for intervention has been given.</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</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>Wellbeing Champions to work 1-1 with all disadvantaged children weekly to identify barriers, and the support required to overcome these.</p>	<p>Social, emotional and mental health difficulties are one of the main barriers we identify in our pupil premium pupils making good progress. Allocated nurture time will help support these difficulties so pupils are more able to engage in their learning. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>2 and 3</p>

Teachers to provide booster sessions and tutoring to targeted disadvantaged year 6 pupils to close gaps.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3
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.	Effective management time dedicated by the PP lead in the school allows PPG plan to be implemented, monitored and evaluated. It also allows time to support staff, children and parents.	All

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance through robust monitoring.</p> <p>Fortnightly meetings with Attendance Lead and Headship team.</p> <p>An approach which is support driven for families:</p> <p>Offer breakfast and after-school club places for identified children with low attendance.</p> <p>Referrals made to CHEXS family support service.</p> <p>Support with uniform, including for PE, to be provided for individuals. Support for transport offered where identified need is present, e.g. bus passes and cabs</p>	<p>By working in collaboration with parents and families to raise aspirations and engagement with the school, the aim is to motivate and incentivise attendance, which in turn leads to raised attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1 and 5
Pupil premium lead to develop relationships with families and identify barriers to attendance and SEMH challenges faced by families.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2

<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>Engagement of range of professionals and external agencies to support the multiple vulnerabilities of pupils and their families. - CHEXS, advisory services, Family Support Worker, Children's Services, therapists.</p> <p>Partnership with CHEXS for specialised pastoral and family support. Investment in to their primary GROWTH programme for SEMH provision and to develop the self-esteem, confidence and aspirations of identified children</p>	<p>Multi vulnerabilities of PPG pupils identified as a significant barrier to learning. Engaging agencies and professionals ensures school puts in place highly specialised, effective provision. Improving parental engagement is proven to impact children's learning. There are also higher impacts for pupils with low prior attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>2 and 5</p>
<p>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 through trips/visits, extra-curricular clubs and secondary school enrichment activities (e.g. music lessons, art projects cooking and sports).</p> <p>Funding for year 6 PGL residential.</p>	<p>Providing financial support for the disadvantaged children enables them to access wider opportunities and provides support with items such as school uniform, so that they are ready and prepared for the school day feeling comfortable and confident therefore ready to learn.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4</p>

Total budgeted cost: £127,260

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
Extra-curricular sports clubs	Elevate Sports
PSHE programme	Jigsaw
Maths curriculum	White Rose
Science, art and DT schemes	Kapow
English- spelling and writing programmes	Hertfordshire Essentials