

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium which helps improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy for the 2024-2025 academic year and for the following two years, showing how we intend to spend the funding and showing the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brockwell Junior
Number of pupils in school	247
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2028
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Catherine Holmes
Pupil premium lead	Emma Crutchley
Governor / Trustee lead	Clare Farmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,645
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	£88,645

Part A: Pupil Premium Strategy Plan

Statement of intent Children from families 'on a low income' qualify for Pupil Premium financial support. Children do not have to take free school dinners if they do not wish to, but if they are on our Pupil Premium Register, they qualify for other financial benefits throughout the year. Children who are 'Adopted from Care' or 'Looked After' in care receive a higher level of funding each year. This statement explains which evidence-based strategies the school feels are a priority for our disadvantaged children and how the funding is allocated to support them. By assessing the individual needs of disadvantaged children, and by putting strategies in place to overcome any barriers to learning, we aim to diminish the difference in attainment, so that they achieve as well as their non-disadvantaged peers. (In this strategy statement, pupils eligible for pupil premium funding are referred to as PP pupils and those not eligible as NPP.)

Our ultimate objectives are:

- ✓ Progress of disadvantaged children will be good or better and in line with sustained and consistent progress of their non-disadvantaged peers.
- ✓ Identify common challenges and overcome them whilst meeting the needs of each individual in a diagnostic and personalised approach.
- ✓ To support our children's wellbeing to enable them to be empowered to achieve their full potential and lead happy and fulfilling lives.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils and that quality first teaching is practised throughout school
- Ensuring that targeted academic support is delivered effectively and appropriately to meet the needs of the children and to ensure maximum progress is sustained.
- Providing support for individuals and their families in order to address barriers beyond the classroom, maximise attendance and promote aspiration.

Challenges

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

Challenge number	Detail of challenge
1	Formative and summative assessment show significantly lower attainment than non PP pupils in Reading, Writing and Maths combined in Leavers 2026 and 2027 (2026 leavers – 8% at expected combined due to the same children having significant complex special educational needs).
2	Some PP students particularly impacted by current economic climate and Covid 19 school closures with regard to their attainment and progress academically. Their breadth of early childhood experiences, knowledge and vocabulary is much reduced by comparison to older peers.
3	Some PP students particularly impacted by current economic climate and Covid 19 school closures with regard to their wellbeing including being independent learners, resilient learners and socially-age-appropriate developmentally.
4	Some PP families are less engaged with education and learning than other PP families and non-PP families, which can impact on attendance or daily readiness for school. We consider these children particularly vulnerable.

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
Progress in Reading	To achieve at least national average progress scores in Key Stage 2 (0) To increase % at expected level <ul style="list-style-type: none"> Leavers 2025 from 81% to 85% Leavers 2026 from 75% to 80% Leavers 2027 from 50% to > 74% (National 2024) Leavers 2028 from 46% to > 74%
Progress in Writing	To achieve above national average progress scores in KS2 Writing To increase % at expected <ul style="list-style-type: none"> Leavers 2025 from 53% to > 72% (National 2024) Leavers 2026 from 6% to 50% Leavers 2027 from 41% to > 72% Leavers 2028 from 54% to > 72%

Progress in Maths	To achieve above national average progress scores in KS2 Maths To increase % at expected <ul style="list-style-type: none"> Leavers 2025 from 60% to >73% (National 2024) Leavers 2026 from 79% to 85% Leavers 2027 from 41% to >73% Leavers 2028 from 62% to > 73%
Children are empowered and so achieve their full potential.	School provision to have successfully enabled children to develop confidence and make progress: their mental health needs are met and our pastoral provision is effective.
Maintain high attendance and no gap in attendance between PP and non-PP pupils.	Attendance – 96.18% (November 2024) broadly in line with all 96.71%.

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

**“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”
Education Endowment Foundation 2019**

Budgeted cost: £41,734

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Third teacher used for small group tuition in Year 6 (4 mornings a week) £32,432 Effective staff deployment and associated release time being consistent in terms of quality (school HLTA) 8 hours per week over 30 weeks £5352 	EEF evidence Small group tuition + 4 months Reducing class size +3 months	1 and 2
Maintain quality first teaching practice throughout the school through:	EEF Evidence High Quality Teaching	1 and 2

<ul style="list-style-type: none"> • Whole school CPD around current pedagogy and techniques including 'cold calling' (WalkThrus) Kagan grouping etc £950 • Whole school implementation of new reading programme, including new phonics and reading fluency scheme. • Revised whole class teaching timetable with a focus on fluency, prosody and comprehension 	<p>The Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p>	
<p>Rolling programme to update number of devices to support QFT, homework strategy and metacognition £3000</p>	<p>Devices to support developing metacognition strategies such as self driving homework and class research.</p>	<p>1,2 and 4</p>

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

Budgeted cost: £20,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted small group phonics using new Little Wandle phonics programme to secure decoding skills and develop fluency and prosody. Little Wandle subscription £350</p> <p>Gross pay with employer on costs = £17.59 per hour (£14.50p/hr without) 2.5 hours per class per week =£13,720</p>	<p>EEF evidence: Small group tuition +4months Phonics teaching +5 months Teaching of reading comprehension strategies +6months</p> <p>Evidence consistently shows (EEF) the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Therefore, having structured, small group interventions on a daily basis which links directly to classroom teaching can offer a key component to building pupil's attainment, particularly that of Pupil Premium children.</p> <p>LINK TO EEF READING COMPREHENSION</p> <p>LINK TO PHONICS EEF</p>	<p>1 and 2</p>

<p>Implement spelling intervention using online Wordshark.</p> <p>Individual for those with lower ability in English.</p> <p>Small group interventions for those with spelling as a specific weakness.</p> <p>Wordshark subscription £470</p>	<p>EEF evidence:</p> <p>One to one tuition +5 months</p> <p>Small group tuition +4 months</p>	1 and 2
<p>Targeted small group in-class support and 1:1 same day maths interventions</p> <p>Doodle Premium subscription £2500</p>	<p>EEF evidence:</p> <p>One to one tuition +5 months</p> <p>Small group tuition +4 months</p> <p>Mastery Learning +5 months</p>	1 and 2
<p>Identified through assessment - Pupils to attend after school tuition groups taught by school staff. M6 7hours per week over 30 weeks</p> <p>Allocation £3000 = 60 hours</p>	<p>To ensure that any Y6 pupil who is not currently meeting age-related expectations in Reading / Maths has access to swift and effective intervention programmes.</p> <p><u>EEF evidence:</u></p> <p>One to one tuition +5 months</p> <p>Small group tuition +4 months</p> <p>Mastery Learning +5 months</p>	1,2 and 4

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

Budgeted cost:£27,339

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide support for identified pupils and families.</p> <p>Nurture Sessions 5 afternoons a week in The Hideout.</p> <p>£11,346</p> <p>ELSA sessions established.4hours per week = £2744</p>	<p><u>EEF evidence:</u></p> <p>Behaviour Intervention +3 months</p> <p>Social and Emotional Learning +4 months</p> <p>Evidence consistently shows (EEF) the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Therefore, having structured, small group interventions on a daily basis which links directly to classroom teaching can offer a key component to building pupil's attainment, particularly that of Pupil Premium children.</p>	2,3 and 4

<p>'Confident Me' transition programmes implemented. 4 hours per week for 15 weeks= cost within pastoral support below</p> <p>Nurture lunchtime support group in place. £2633</p> <p>Early Help available through Pastoral Lead TG and PY4P HD £4116 plus £3500</p> <p>Pupil Premium provision map to track attendance at extra curricular events and learning review case studies.</p>		
<p>To provide practical help e.g. with uniform, subsidies for trips, free access to wraparound care etc. Financial help offered where needed. £3000 (to continue)</p>		3 and 4
<p>SLT and Pastoral and Attendance Lead to closely monitor the punctuality and attendance of Pupil Premium children and compare against non-disadvantaged children. Pastoral and Attendance Lead to work alongside class teachers to promote/encourage/reward</p>	<p>Poor attendance impacts upon learning in school and is a significant cause of some Pupil Premium children not achieving as well as their peers. Gaps in attainment are therefore correlated to poor attendance and poor punctuality.</p>	4

<p>improved attendance and punctuality.</p> <p>Attendance texts sent when attendance drops below 90% and letters sent to parents when attendance has been raised as an issue for that individual.</p>		
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Total budgeted cost: £89,113

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 pupils in the 2023 to 2024 academic year.

Results for the 2024 Leavers Cohort show Pupil Premium children achieving slightly above their non-PP peers in Reading, Writing and Maths combined 74%/71% - National 45%/67%. It was a similar picture in Reading with PP/NPP pupils achieving the expected standard - 79%/76% (National 64%/80%). In Writing PP/NPP results at expected were 79%/76% respectively (National 60%/79%) and in Maths PP/non PP results at expected were 84%/82% (National 61%/81%). We continue to aim for at least pre-pandemic targets (2019 National) for all cohorts, and we are encouraged that current internal data for 2025 Leavers (November 2024) shows no significant gap in attainment between PP and Non-PP pupils in Reading, Writing or Maths.

Attendance figures show PP children broadly in line with non PP – PP 96.18% Non PP 96.81%.

Our observations and assessments demonstrated that pupil behaviour was maintained as very good last year, but challenges in relation to wellbeing and mental health continue to remain a challenge post pandemic and in the current economic climate. The impact on disadvantaged pupils has been particularly acute and there is a need for increased nurture provision; this is being addressed as part of our 2024/2025 Pupil Premium activity with a focus on staff training in order to facilitate structured nurture provision.