

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year and following two years) 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	Brockwell Junior
Number of pupils in school	253
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
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	£74,940
Recovery premium funding allocation this academic year	£7,250
National Tutoring	£6,075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£88,265
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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 lower attainment than non PP pupils in Reading and Maths in cohorts Leavers 2022 and Leavers 2023.
2	Formative and summative assessments show lower attainment than non PP pupils in Writing (exception being Leavers 2024 Y4)
3	Some PP students particularly impacted by 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.
4	Some PP students particularly impacted by Covid 19 school closures with regard to their wellbeing including being independent learners, resilient learners and socially-age-appropriate developmentally.
5	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.

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	<p>Achieve above national average progress scores in KS2 Reading and high within the family of schools' data base.</p> <p>To achieve at least national average progress scores in Key Stage 2 (0)</p> <p>To increase % at expected level</p> <ul style="list-style-type: none"> Leavers 2022 from 54% (July 2021) to 73% (National 2019) Leavers 2023 from 61% (July 2021) to 73% (National 2019) Leavers 2024 from 80% to 85% Leavers 2025 from 62% to 73%
Progress in Writing	<p>Achieve above national average progress scores in KS2 Writing and high within the family of schools' data base.</p> <p>To increase % at expected level</p> <ul style="list-style-type: none"> Leavers 2022 from 38% (July 2021) to 78% (National GPS 2019)

	<ul style="list-style-type: none"> Leavers 2023 from 56% (July 2021) to 78% (National GPS 2019) Leavers 2024 from 67% (July 2021) to 78% (National GPS 2019) Leavers 2025 from 38% to 78%
Progress in Maths	<p>Achieve above national average progress scores in KS2 Maths and high within the family of schools' data base.</p> <ul style="list-style-type: none"> Leavers 2022 from 31% (July 2021) to 79% (National 2019) Leavers 2023 from 50% (July 2021) to 79% (National 2019) Leavers 2024 from 67% to 85% Leavers 2025 from 54% to 79%
Children are empowered and so achieve their full potential.	School provision has 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 for all pupils = or > 96%

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: £34,481

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third teacher used for small group tuition in Year 6 (4 mornings a week). £22,138	EEF evidence: Small group tuition + 4 months Reducing class size +3 months	1,2 and 3
Develop staff expertise and confidence in the teaching of reading and writing through Talk for Reading training.£1500	Improving Literacy in KS2 EEF 2017 All 7 recommendations addressed through training.	1 and 2
Phonic Training to boost current CPD in Read, Write, Inc. £1100	EEF Toolkit strand phonics.	1 and 2
Maintain quality first teaching practices throughout the school through: <ul style="list-style-type: none"> • Whole school initiatives such as approach to teaching vocabulary is further developed. • Successful ECT Induction £6867 • Effective staff deployment and associated training (e.g. STEM Science outside the classroom and Crumble) • HLTA training to provide consistent cover. (£900+ £700) Northumbria University and Leeds Beckett – not included in totals on this draft). 	EEF research evidences that 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.	1,2,3,4,5

<p>Temporary addition to the school improvement leadership team with focus on equality of remote provision and required support from school.£ within staffing budget</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning</p>	<p>4</p>
<p>Development of curriculum through INSET and other training opportunities to ensure 'Intent, Implement & Impact' of each curriculum area is being fully embedded within classroom practise.</p> <p>Display of vocabulary around classrooms for continual reinforcement of language expectations.</p> <p>Knowledge organisers, vocabulary displayed and learning walls to support children's independent use of such language and to give continual reinforcement/exposure to content.</p> <p>Learning walls that reflect the broad, ambitious and vocabulary rich curriculum. £costs within training budget and staffing</p>	<p>Evidence demonstrates that children entering education with advantageous early educational experiences are more able to utilize their prior knowledge and vocabulary throughout learning. Therefore, developing the language of our disadvantaged learners through an experience and vocabulary rich curriculum will support them in closing the potential attainment gap.</p>	<p>1,2,3,</p>

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

Budgeted cost: £ £31,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted small group phonic, reading comprehension and writing in-class support and intervention groups.</p> <p>Read Write Inc (Y3 and 4)</p> <p>Fresh Start (Y5)</p>	<p>EEF evidence:</p> <p>Small group tuition +4months</p> <p>Phonics teaching +5 months</p> <p>Teaching of reading comprehension strategies +6months</p>	<p>1,2 and 3</p>

<p>Shared Writing Spelling Shed</p> <p>Gross pay with employer oncosts=£16 per hour 5 hours per class =1560 hours =£24,960</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>1:1 same day maths interventions Number Sense maths intervention (Y4)</p> <p>Doodle Premium subscription £2000</p>	<p>EEF evidence: One to one tuition +5 months Small group tuition +4 months Mastery Learning +5 months</p>	1
<p>Identified through assessment - Pupils to attend after school tuition groups taught by school staff. M6 5hours per week over 20 weeks = £4300</p>	<p>To ensure that any pupil who is not currently meeting age-related expectations in Reading / Maths has access to swift and effective intervention programmes.</p> <p>EEF evidence: One to one tuition +5 months Small group tuition +4 months Mastery Learning +5 months</p>	1,2,3,4

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

Budgeted cost: £ 26,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD to further enable us to effectively support children (attachment, anxiety, ASD, ADHD, adverse experience).</p> <p>Module with University of Chester (CH)£300</p> <p>Staff Training F.Holiday 24 11 '21 £200</p>	<p>Learners First - "Module is part of the Attachment, Trauma and Mental Health PGCert which is designed to investigate the impact of loss and trauma, equipping professionals with the skills and knowledge to support children and young people across all settings in Attachment, Adversity, Trauma and Mental Health"</p> <p>Evidence suggests that (EEF) children from disadvantaged backgrounds are overrepresented in mental health services and NEETS once reaching adulthood. It is also evidenced that children from more</p>	4

	economically deprived backgrounds face greater adversities and are more likely to benefit from greater emotional support. This directly links to their emotional readiness to learn and resilience within the classroom.	
<p>Play Audit F Holiday to complete an audit of play opportunities to enable staff to work effectively with children in school.£240</p> <p>Audit to support how effectively our environment encourages and supports children to develop their language, literacy and mathematical understanding through play.</p>	<p>EEF Play-based Learning +5 months https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</p>	4,5
<p>To provide support for identified pupils and families.</p> <p>ELSA and Lego therapy sessions established.4hours per week = £2496</p> <p>'Confident Me' transition programmes implemented. 4 hours per week for 15 weeks= £960</p> <p>Nurture lunchtime support group in place. £3120</p> <p>Early Help available through Pastoral Lead TG and PY4P SW.£13434 (minus £960 above)= £12474 plus £3500</p> <p>Pupil Premium Plus journals used to monitor progress and boost self-esteem (PP+ and case studies)</p>	<p>EEF evidence: Behaviour Intervention +3 months 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>	4,5

To provide practical help e.g. with uniform, subsidies for trips, free access to wraparound care etc. Financial help offered where needed. £3000		4,5
<p>Closely monitor the punctuality and attendance of Pupil Premium children and compare against non-disadvantaged children.</p> <p>TG as well as class teachers to work with PP children to promote/encourage/reward improved attendance and punctuality.</p> <p>Attendance letters sent to parents when attendance has been raised as an issue for that individual.</p> <p>Attendance celebrated in weekly celebration assembly.</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.	5

Total budgeted cost: £ 92,031

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 (Leavers 2021) results will not be used to hold schools to account.

PP pupils attained well compared to their non PP peers as shown in end of year routine assessment. Reading – All 83% at expected PP 89% with 44% PP achieving a higher standard.

Writing – ALL 85% at expected and 78% PP at expected with 21% / 22% at the higher standard.

Mathematics – All 82% at expected and 29% higher with PP 56% at expected and 22% higher standard.

Parent survey of remote learning shows significant time by almost all PP children was spent learning at home including high attendance to live and group sessions.

Aim	Outcome
<p>To ensure a robust remote learning contingency plan is operational for all pupils.</p>	<p>All pupils learning at home either due to national lockdowns or bubble closure (one Y5 bubble December 2020 learnt at home for 2 weeks) had access to robust remote learning plan.</p> <p>Alongside the DFE allocation, school purchased sufficient devices for all children (PP and NPP) to access learning from home.</p> <p>A daily Google Meet introduced and explained the learning for the day. Work was completed and uploaded to the Seesaw learning platform and daily feedback was given.</p> <p>Across the cohorts between 15% and 27% of PP children attended school whilst school was closed to most pupils.</p> <p>Wellbeing phone calls were made to any family requiring emotional support or support for pupil learning.</p>

	Workbooks were sent home and paper activity packs were available for any child requiring further support.
For gaps in English to be closed. (PIRA tests and early writing assessment to help identify interventions needed, including any catch-up phonics required.) For gaps in Maths to be closed. (PUMA tests to help identify gaps in maths.)	Ongoing. Assessments - September 2020, March 2021 and June 2021- and results analysed. Interventions (1:1 reading/phonics/maths intervention groups/shared writing) in place in all year groups. 3 teachers in Y5 and Y6 for English and Maths. After school catch-up tuition offered to Y5 pupils May to July 2021 initially. Further tutoring offered from September using ring fenced grant. Combined monitoring (July 2021) Leavers 2024 53% - focus on Writing in Y4 Leavers 2023 44% - focus on Writing and Maths in Y5 Leavers 2022 31% - focus on Reading, Writing and Maths in Y6 Leavers 2025 – combined 43%
Wraparound care to be available for PP pupils if required. To provide emotional support for identified pupils and families.	Breakfast club and after school club offered from March after school reopening to most pupils. 33% of Breakfast Club attendance PP(July 2021) 5% of After School Club attendance PP(July 2021) PP champion and individual class teachers and TAs in regular phone contact with families needing support during lockdown/closure of bubbles and on return to school. School Attendance from 08.03.21 – 07.07.21 PP – 96.37% NPP – 97.41%

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

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A