

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	246
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
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
National Tutoring	£9234 (Granted with additional 40% from PP budget)
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	£84,174

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 Writing and Maths in cohorts Leavers and 2026 (2026 leavers - 23% at expected combined compared to 76% of non pp due to the same children having significant special educational needs).
2	Formative and summative assessments show lower attainment than non PP pupils in Maths in cohort leavers 2023 and in Reading in 2024.
3	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.
4	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.
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. 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	<p>Achieve above national average progress scores in KS2 Reading and high within the family of schools' data base. July 2022-0.18</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 74% (National 2022) 58% Leavers 2023 from 61% (July 2021) to 74% (National 2022) 88% Leavers 2024 from 80% to 85% 80% Leavers 2025 from 62% to 74% 67%
Progress in Writing	<p>Achieve above national average progress scores in KS2 Writing and high within the family of schools' data base. July 2022 0</p> <p>To increase % at expected level</p>

	<ul style="list-style-type: none"> Leavers 2022 from 38% (July 2021) to 78% (All N. average 2019) 58% Leavers 2023 from 56% (July 2021) to 78% 76% Leavers 2024 from 67% (July 2021) to 78% 60% Leavers 2025 from 38% to 78% 50%
Progress in Maths	<p>Achieve above national average progress scores in KS2 Maths and high within the family of schools' data base. July 2022 6.45</p> <ul style="list-style-type: none"> Leavers 2022 from 31% (July 2021) to 79% 58% (National 2019) Leavers 2023 from 50% (July 2021) to 79% 76% (National 2019) Leavers 2024 from 67% to 85% 87% Leavers 2025 from 54% to 79% 67%
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% July 2022 all pupils - 95% PP - 95%

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: £38395

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
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. • Whole school policy implementing systemic retrieval practices £300 • Effective staff deployment and associated release time being consistent in terms of quality (school HLTA)8 hours per week over 30 weeks £4651 	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. The 5 a Day (aimed much at SEND but good practice for all) thinking.	1,2,3,4,5
Re-evaluated homework policy and issued guidance to all. Project via Seesaw, Doodle Four Apps and reading forms basis along with Wordshark for individuals.	LINK TO EEF EVIDENCE HOMEWORK	1,2,3,4,5

Doodle Maths £1560 Doodle English £780 Wordshark £450		
Purchase devices to support homework strategy and meta cognition £1500	Devices to support developing meta-cognition strategies such as self driving homework and class research.	1,2,3,4,5,
Teaching children specific strategies for planning, monitoring, and evaluating their learning. Implementing key aspects of retrieval ensuring ALL children develop schemata. Knowledge Organisers Vocabulary Retrieval Strategies – see policy Use of Seesaw Library Templates focused on essential knowledge	LINK HERE TO METACOGNITION	1,2,3,4,5

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

Budgeted cost: £37016

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group phonic, reading comprehension and writing in-class support and intervention groups.	EEF evidence: Small group tuition +4months Phonics teaching +5 months	1,2 and 3

<p>Read Write Inc (Y3 and 4) Comprehension intervention (Y5 and 6) with a focus on timed activities and written answers. Shared Writing</p> <p>Gross pay with employer on costs = £17.59 per hour 5 hours per class =1560 hours =£27,440</p>	<p>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>Implement spelling intervention using online Wordshark. Individual for those with lower ability in English. Small group interventions for those with spelling as a specific weakness.</p>	<p>EEF evidence: One to one tuition +5 months Small group tuition +4 months</p>	2 and 3
<p>Targeted small group in-class support and 1:1 same day maths interventions</p> <p>Doodle Premium subscription English added see above</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 7hours per week over 30 weeks = £9576</p> <p>Pupil premium budget to fund 40% Funding for 57 pupils Number of funded hours – 855 Allocation £9234 – 60% School to fund £6156 – 40%</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:£17,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide support for identified pupils and families.</p> <p>ELSA and Lego therapy sessions established.4hours per week = £2744</p> <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. £3430</p> <p>Early Help available through Pastoral Lead TG and PY4P SW £4116 plus £3500</p> <p>Pupil Premium Plus journals used to monitor progress and boost self-esteem</p> <p>(to continue)</p>	<p><u>EEF evidence:</u></p> <p><u>Behaviour Intervention +3 months</u></p> <p><u>Social and Emotional Learning +4 months</u></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>4,5</p>
<p>To provide practical help e.g. with uniform, subsidies for trips, free access to wraparound care etc.Financial help offered</p>		<p>4,5</p>

<p>where needed. £3000 (to continue) Letterbox x 6 £775</p>		
<p>Closely monitor the punctuality and attendance of Pupil Premium children and compare against non-disadvantaged children. TG as well as class teachers to work with PP children to promote/encourage/reward improved attendance and punctuality. Attendance letters sent to parents when attendance has been raised as an issue for that individual. Attendance celebrated in weekly celebration assembly.(to continue)</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>	<p>5</p>

Total budgeted cost: £92,976

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 2 performance data and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as the DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and the DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently. Therefore, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19.

Attendance among disadvantaged pupils was in line with their peers and above /national average in 2021/22 . Persistent absence (of all at this review point) post pandemic is below national but will remain an ongoing priority.

Our observations and assessments demonstrated that pupil behaviour was maintained as very good last year, but challenges in relation to wellbeing and

mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Results mean that we will continue to aim for pre pandemic targets such as 2019 National average for all children in core subjects as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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?	As for the target support and wider strategies.
What was the impact of that spending on service pupil premium eligible pupils?	N/A