

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	248
Proportion (%) of pupil premium eligible pupils	28% (69)
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	November 2025
Dates on which it will be formally reviewed	November 2025 November 2026 November 2027
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	£93,830
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	£93,830

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 (currently Y5 & Y6 2026 Leavers) particularly impacted by current economic climate and repercussions of Covid 19 school closures with regard to their independent learning and stamina.
3	Increasingly – perhaps due to high levels of digital exposure from birth - some children disengage quickly due to reduced concentration levels and poor working memory. For example, using Youtube before bed rather than books.
4	Some PP families are less engaged with education and learning - including at home - 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>To increase % at expected level</p> <ul style="list-style-type: none"> Leavers 2026 from 50% to 65% Leavers 2027 from 37% to > 75% (National 2025) Leavers 2028 from 46% to > 75% Leavers 2029 from 60% to 75%
Progress in Writing	<p>To achieve above national average progress scores in KS2 Writing</p> <p>To increase % at expected</p> <ul style="list-style-type: none"> Leavers 2026 from 25% to 30% Leavers 2027 from 32% to > 72% (National 2025) Leavers 2028 from 57% to > 72% Leavers 2029 from 60%
Progress in Maths	<p>To achieve above national average progress scores in KS2 Maths</p> <p>To increase % at expected</p> <ul style="list-style-type: none"> Leavers 2026 from 31% to 75% (National 2025) Leavers 2027 from 37% to >75%

	<ul style="list-style-type: none"> Leavers 2028 from 64% to > 75% Leavers 2029 from 67%
Children are self regulated so can engage with metacognition to achieve their full potential.	School provision to have successfully enabled children to develop confidence and make progress: their mental health needs are met, our pastoral provision is effective and high quality teaching is accessed.
Maintain high attendance and no gap in attendance between PP and non-PP pupils.	Attendance – 96.22% (November 2025) broadly in line with all 96.89%.

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

Budgeted cost: £36228

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Third teacher and Teaching Assistant used for small group tuition in Year 5 & 6 during mornings £23076 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: <ul style="list-style-type: none"> Whole school CPD around metacognition ie Chris 	EEF Evidence High Quality Teaching The Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on	1 and 2 and 3

<p>Quigley input at conference £1800</p> <ul style="list-style-type: none"> • Whole school implementation of fluency materials. • Spotlight on spelling provision and S&L pending Oracy Framework 	children eligible for the Pupil Premium.	
Rolling programme to update number of devices to support QFT, homework strategy and metacognition £6000	Devices to support developing meta-cognition strategies such as self driving homework and class research.	1,2 and 4

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

Budgeted cost: £37545

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.</p> <p>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:</p> <p>Small group tuition +4months</p> <p>Phonics teaching +5 months</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>	1 and 2
<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

Targeted small group in-class support and 1:1 same day maths interventions £25725	EEF evidence: One to one tuition +5 months Small group tuition +4 months Mastery Learning +5 months	1 and 2
Pastoral support to facilitate a relational plan for previously looked after £3500		
Doodle Premium subscription £2500		
Identified through assessment - Pupils to attend after school tuition groups taught by school staff. M6 7hours per week over 30 weeks	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.	1,2 and 4
Allocation £3000 = 60 hours	EEF evidence: One to one tuition +5 months Small group tuition +4 months Mastery Learning +5 months	

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

Budgeted cost:£20,223

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide support for identified pupils and families.	EEF evidence:	2,3 and 4
Nurture Sessions 5 afternoons a week in The Hideout. £11,346	Behaviour Intervention +3 months Social and Emotional Learning +4 months	
ELSA sessions established.4hours per week = £2744	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.	
Nurture lunchtime support group in place. £2633		

<p>Early Help available PY4P £3500</p> <p>Pupil Premium provision map to track attendance at extra curricular events and learning review case studies.</p> <p>Focus on most able pupils in Reading. Monitor book choices/discuss reading journey and provide books in the library to accommodate choices. Costs within library budget – Book Fair Reward Scheme.</p> <p>Enhanced communication with parents when required to ensure full access to wider opportunities and academic feedback.</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>		<p>3 and 4</p>
<p>SLT and Pastoral and Attendance Lead to closely monitor the punctuality and attendance of Pupil Premium children and compare against non-disadvantaged children.</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>4</p>

<p>Pastoral and Attendance Lead to work alongside class teachers to promote/encourage/reward 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: £93,996

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 2025 Leavers cohort are as follows:

%EXS RWM 69 (PP) 79 (All) This is in the top 20% of schools nationally

%EXS R 81 (PP) 83 (All)

%EXS M 75 (PP) 84 (All)

%EXS W 75 (PP) 81 (All)

School is aware of the challenges with gap in attainment between PP and NPP in current Y5 and Y4. The gap is less in the current Y3 cohort.

Leavers 2026

Combined 47% (PP) 73% (NPP) 65% (ALL)

Leavers 2027

Combined 30% (PP) 66% (NPP) 54% (ALL)

Leavers 2028

Combined 57% (PP) 63% (NPP)

Maths and Writing named on SIP next year with particular focus on multiplication tables and the new writing framework. School will continue to roll out use of Little Wandle with a focus on the fluency aspect of Reading 2025 - 2026. School is well resourced with both levels of staffing and intervention strategies. Regular meetings and updates keep our disadvantaged pupils at the forefront, with a focus on their individual needs regardless of their ability.

Attendance figures for 2024/2025 as follows:

95% (PP) 97% (NPP) 96% (All)

School will continue to champion high attendance through the strategies named above and through careful planning of activities to engage all.

