

**Brockwell Junior School**  
**Disadvantaged Pupil Development Strategy 2025-2026**



# 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
<b>Total budget for this academic year</b>	<b>£93,830</b>
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

Brockwell Junior School serves 250 children. Our motto – ‘Working Together to be Safe, Smile and Succeed’ underpins all our work. We seek to meet the individual needs of every child in order for them to fully develop their potential. Quality first teaching that is consistent, ambitious and inclusive is fundamentally at the heart of our strategy. When this is coupled with our consistently high aspirations of behaviour, attitude and attendance, we can ensure that all our pupils have access to the opportunities and experiences which will enable them to leave our school fully equipped for a successful next phase.

Every teacher is a teacher of disadvantaged pupils and is responsible for the progress of Pupil Premium students in their care. To substantiate our belief in quality first teaching benefiting the most disadvantaged, all teaching staff prioritise vulnerable or disadvantaged pupils in their classes. Our ‘Pupil Premium’ funding is carefully managed to support our comprehensive and aspirational strategy for our most disadvantaged pupils. This strategy encompasses all disadvantaged pupils, including pupils from vulnerable cohorts, such as those who have a social worker and looked after children. The activity we have outlined in this statement is intended to support their additional needs. 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	<p>The Maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that some pupils particularly struggle with securing times tables.</p> <p>Assessments in Year 4 2025 show 40% of disadvantaged learners achieved 16 points or more in the times tables check as compared to 67% as a cohort.</p> <p>The Year 4 cohort 2026 include 69% non-disadvantaged working at age related expectations in maths compared to 66% disadvantaged children.</p> <p>Formative and summative assessment show significantly lower attainment than non-disadvantaged 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).</p>
2	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. Although the last whole school closure due to Coronavirus was in 2021, there is a wealth of external research and internal evidence demonstrating that disadvantaged students are still further behind than their peers because of these closures.</p> <p>Some disadvantaged students (currently Y5 &amp; Y6 2026 Leavers) particularly impacted by current economic climate and repercussions of Covid 19 school closures with regard to their independent learning and stamina.</p>
3	<p>Increasingly – perhaps due to high levels of digital exposure from early years - some children disengage quickly due to reduced concentration levels and poor working memory. For example, using Youtube before bed rather than books. Observations and pupil voice have indicated that some of our most vulnerable pupils access online devices as part of bedtime routines.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. At review in December 2025, 15.9% of disadvantaged pupils have been 'persistently absent' compared to 9.7% of the whole cohort during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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
Improved reading comprehension among disadvantaged pupils across KS2.	<p>To increase % at expected level</p> <ul style="list-style-type: none"> <li>Leavers 2026 from 50% to 65%</li> <li>Leavers 2027 from 37% to &gt; 75% (National 2025)</li> <li>Leavers 2028 from 46% to &gt; 75%</li> <li>Leavers 2029 from 60% to 75%</li> </ul> <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and whole class reading.</p>
Improved progress in writing among disadvantaged pupils.	<p>To achieve above national average progress scores in KS2 Writing</p> <p>To increase % at expected</p> <ul style="list-style-type: none"> <li>Leavers 2026 from 25% to 30%</li> <li>Leavers 2027 from 32% to &gt; 72% (National 2025)</li> <li>Leavers 2028 from 57% to &gt; 72%</li> <li>Leavers 2029 from 60%</li> </ul>
Improved progress and attainment in Maths, particularly with multiplication tables check scores.	<p>A reduction of the gap between disadvantaged and non-disadvantaged pupil's achievement in mathematics tables check. Attainment of disadvantaged pupils in KS2 will be in line with non-disadvantaged pupils.</p> <p>To achieve above national average progress scores in KS2 Maths</p> <p>To increase % at expected</p> <ul style="list-style-type: none"> <li>Leavers 2026 from 31% to 75% (National 2025)</li> <li>Leavers 2027 from 37% to &gt;75%</li> <li>Leavers 2028 from 64% to &gt; 75%</li> <li>Leavers 2029 from 67%</li> </ul>
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.
To achieve and sustain improved wellbeing and	High levels of participation in enrichment activities for all pupils, with no difference between disadvantaged and non-disadvantaged cohorts.

personal development for all pupils, including those who are disadvantaged.	Access to high quality pastoral support to ensure accelerated personal development and self regulation is easily available.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall attendance for all pupils being no less than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%.</li> <li>A reduction in persistent absenteeism and the gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%.</li> </ul>

### 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
<p>Focus on Quality First Teaching with strategies to engage disadvantaged learners at the forefront of staff training and quality assurance. This will include a focus on key classroom strategies and best practice:</p> <ul style="list-style-type: none"> <li>Whole school CPD around metacognition ie Chris Quigley input at conference £1800</li> <li>Whole school implementation of fluency materials.</li> </ul>	<p><a href="#">EEF Evidence High Quality Teaching</a></p> <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>	1 and 2 and 3

<ul style="list-style-type: none"> <li>• Spotlight on spelling provision and S&amp;L pending Oracy Framework</li> <li>• External advice, support and action planning for times tables progress from the LA</li> </ul>		
<ul style="list-style-type: none"> <li>• Third teacher and Teaching Assistant used for small group tuition in Year 5 &amp; 6 during mornings £23076</li> <li>• Effective staff deployment and associated release time being consistent in terms of quality (school HLTA) 8 hours per week over 30 weeks £5352</li> </ul>	<a href="#">EEF evidence</a> <a href="#">Small group tuition + 4 months</a> <a href="#">Reducing class size +3 months</a>	1 and 2
Rolling programme to update number of devices to support QFT, homework strategy and metacognition £6000	<a href="#">Devices to support developing metacognition strategies such as self driving homework and class research.</a>	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
Execute timely and effective interventions to support academic achievement, alongside the school after school tuition provision.	EEF has conducted research demonstrating that the disadvantaged pupils were more likely to be adversely affected by the pandemic than non-disadvantaged. This has considerable impact on the ability of disadvantaged students to learn and progress independently.  EEF evidence: <a href="#">Small group tuition +4months</a> <a href="#">Phonics teaching +5 months</a> <a href="#">Teaching of reading comprehension strategies +6months</a>	1 and 2
Targeted small group phonics using new Little Wandle phonics programme to secure decoding skills and develop fluency and prosody.  Little Wandle subscription £350	Evidence consistently shows (EEF) the positive impact that targeted academic support can have, including on those who are not making	

<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>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><a href="#">LINK TO EEF READING COMPREHENSION</a></p> <p><a href="#">LINK TO PHONICS EEF</a></p>	
<p>Implement spelling intervention using online Wordshark.  Individual for those with lower ability in English.  Small group interventions for those with times tables / spelling as a specific weakness.  Wordshark subscription £470</p>	<p>EEF evidence:  <a href="#">One to one tuition +5 months</a>  Small group tuition +4 months</p>	1 and 2
<p>Targeted small group in-class support and 1:1 same day maths interventions £25725    Pastoral support to facilitate a relational plan for previously looked after £3500    Doodle Premium subscription £2500</p>	<p>EEF evidence:  <a href="#">One to one tuition +5 months</a>  Small group tuition +4 months  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    Allocation £3000 = 60 hours</p>	<p>To ensure that any Y4 (Tables) and Y6 pupil who is not currently meeting age-related expectations in Reading / Maths has access to swift and effective intervention programmes.</p> <p><a href="#">EEF evidence:</a></p> <p><a href="#">One to one tuition +5 months</a>  <a href="#">Small group tuition +4 months</a>  <a href="#">Mastery Learning +5 months</a></p>	1,2 and 4

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

Budgeted cost: £20,223

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. £11,346</p> <p>ELSA sessions established.4hours per week = £2744</p> <p>Nurture lunchtime support group in place. £2633</p> <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</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>	2,3 and 4

opportunities and academic feedback.		
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)		3 and 4
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 improved attendance and punctuality. Attendance texts sent when attendance drops below 90% and letters sent to parents when attendance has been raised as an issue for that individual.	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.	4

**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 2024 to 2025 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 a focus 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 and reduce persistent absence through the strategies named above and through careful planning of activities to engage all.

