

Pupil Premium Strategy Statement

Brookfield Junior Academy

This statement details our academy's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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.

Academy Overview

Detail	Data
Academy name	Brookfield Junior Academy
Number of pupils in school	233 + 21 FS1
Proportion (%) of pupil premium eligible pupils	38% (89 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22; 2022-23; 2023-24
Date this statement was published	October 2021
Date on which it will be reviewed	September 2023
Statement authorised by	Rebecca Scutt
Pupil premium lead	Katy Wright
Governor / Trustee lead	Rebecca Hibberd

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,885
Recovery premium funding allocation this academic year	£15,225
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£155,110

Part A: Pupil Premium Strategy Plan

Statement of Intent

Challenges

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

Challenge number	Detail of challenge
1	Communication and interaction: Disadvantaged pupils (some) in the EYFS have lower than typical starting points when entering reception.
2	Phonics and early reading - due to early speech and language difficulties, the acquisition of phonics is a challenge for some of disadvantaged SEND pupils.
3	Reading fluency- delay in the ability to acquire phonics knowledge and the ability to decode, means some disadvantaged pupils struggle to develop reading fluency.
4	Language development– many pupils have a limited vocabulary due to early speech and language barriers as well as lack of reading opportunities and language development opportunities at home.
5	Memory & retention - especially in relation to learning mental maths strategies. Many disadvantaged pupils require repeated opportunities for overlearning and frequent practise of previously taught concepts.
6	Attendance and punctuality: Regular punctual attendance is a challenge for a small minority of our disadvantaged pupils. For Persistent absence to be reduced to below 9% and for attendance to be in line with all pupils.
7	Extra-curricular activities – cultivate opportunities for enhancing ‘cultural capital’ through enrichment and experience.

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
Pupils have access to increased speech and language intervention.	<ul style="list-style-type: none">• S&L barriers are identified prior to transition into FS1 and FS2.• Baseline and regular structured interventions: evidence high impact and rates of progress for every child starting point.• Children grow in confidence and become effective communicators.• Pupils with identified speech and language difficulties are able to access additional support from a speech therapist in the academy.

	<ul style="list-style-type: none"> • SEND/Inclusion leads to deliver CPD to ensure ALL staff can deliver speech and language programmes more confidently and effectively. • Academy to work in partnership with parents to ensure programmes are delivered at home.
The Read Write Inc. SSP has high impact on ALL pupils' phonics acquisition.	<ul style="list-style-type: none"> • All children's progress is tracked half termly with high impact catch up sessions delivered to ensure identified gaps are addressed. • All pupils enter KS2 being able to apply phonics to spelling by 2023. • 100% of pupils at the end of FS2 score 20+ on the 2022 PSC. • 100% of pupils pass the national 2023 PSC at the end of Y1 with a large proportion scoring 40 marks. • 100% of pupils score 40marks by the end Y2 PSC.
ALL pupils can read fluently by the end of KS1.	<ul style="list-style-type: none"> • All children acquire the appropriate phonics skills to enable them to read fluently. • Children demonstrate good comprehension of what they have read in 'key reading skills', 'class texts' and 'reading into writing texts'. • Home school reading books are matched by class teachers with the phonics phase being taught to ensure reading fluency is prioritised. • Barriers which prevent a delay in the ability to acquire phonics knowledge and the ability to decode are identified and addressed through timely interventions. • Disadvantaged children get the opportunity to read to an adult in the academy on a daily basis. • Pupils are able to use subject-specific language when recalling their learning with increasing consistency.
ALL children read regularly and use reading opportunities to extend their vocabulary range.	<ul style="list-style-type: none"> • Early identification of language barriers on entry to FS1 and FS2. • Children are listened to read regularly by adults in school and is evidenced in pupil planners. • Parent read regularly with children at home and achieve the 'four reads' target. • Children who are not supported at home are prioritised for regular 1:1 reading and evidenced in planners. • Key reading skills monitoring evidences a significant improvement in language development across all key stages. • Children's language range increases through the 'clarify' aspect of key reading skills evidenced in children's independent writing. • Pupil books and voice evidence the use of newly acquired language being used in context in independent writing.

	<ul style="list-style-type: none"> • Pupil voice and teacher tracking evidences a 'love of reading'. • FS2, KS1 and KS2 attainment in reading to be at least in line with the national average in 2023 with an increase in the proportion of pupils achieving greater depth by the end of KS1 improving year on year.
Pupils are able to recall and apply mental maths strategies consistently.	<ul style="list-style-type: none"> • Metacognitive strategies and mathematical resources are regularly used and evidenced in subject monitoring. • Opportunities for overlearning and frequent practise of previously taught concepts is an embedded part of maths quality first teaching. • Mental maths gaps are identified and addressed weekly. • Pupil voice evidences the importance and effective use of mental maths strategies. • Outcomes in Mathematics are at least in line with 2019 national average in EYFS, KS1 & KS2 by July 2023 with an increase in the proportion of pupils achieving greater depth by the end of KS1 improving year on year.
Pupils arrive on time ready to learn and attend regularly.	<ul style="list-style-type: none"> • Whole academy attendance is in line with the 2019 national average in 2023. • Disadvantaged attendance to be in line with all pupils by 2024. • Persistent absence to be at least in line with the 2019 national average of 8.7% and below the local average of 10.6% in 2022 and to be significantly below the national measure by 2024.
Cultivate opportunities for enhancing 'cultural capital' through extra curriculum activities and enrichment experiences.	<p>Improve the range of activities and experiences (cultural capital) which disadvantaged children would otherwise be unable to access through</p> <p>Breakfast club</p> <p>Educational visits</p> <p>Instrumental music lessons</p> <p>After school clubs</p> <p>Swimming</p> <p>Bike ability</p> <p>Professional coaching</p> <p>Enrichment activities such as ice skating/professional football</p> <p>Residential opportunities</p> <p>Cultural enrichment days</p> <p>Outdoor learning/team building</p> <p>Aspiration speakers</p> <p>Public speaking events</p> <p>To deliver a wider range of pupil selected lunchtime and afterschool activities by the end of 2023.</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £64,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for Early Reading Leader to monitor phonics provision.	EEF Improving Literacy in KS1 Recommendations 3 & 8 <ul style="list-style-type: none"> Robust training programme/ monitoring /evaluation of phonics teaching. Continue to embed consistent approach to the teaching of the RWInc SSP. Weekly CPD to secure the consistency and impact of highly structured interventions. 	2 & 3 £9,000 £4,500
Release time for SENDCo to monitor provision for pupils with SEND.	EEF Improving Literacy in KS1 Recommendations 7 & 8 <ul style="list-style-type: none"> Regular class support to model effective strategies to address identified SEND barriers. Regular support to ensure ALL teachers embed inclusive practice within their delivery of Quality First teaching. Structured approach in the delivery of interventions to meet the needs of pupils with SEND, including assessment and evaluation of impact. 	1 & 4 £13,000
Purchase of additional Phonics and Reading resources.	EEF Improving Literacy in KS1 Recommendations 3 & 6 <ul style="list-style-type: none"> Successful implementation of a systematic well-resourced Phonics and Early Reading programme. Additional books/resources purchased to match the RWI Phonics Programme. Additional reading resources purchased to develop reading comprehension in EYFS, KS1 and KS2. RWI books and Fresh Start resources purchased to support reading across the curriculum and delivery of intervention. Purchase of additional books to promote reading for pleasure. 	2, 3 & 4 £16,000
Additional HLTA appointed to deliver	EEF Improving Literacy in KS1 Recommendation 8	4 & 5

cover for curriculum monitoring as well as timely interventions.	<ul style="list-style-type: none"> • Purchase of additional mental maths resources to identify and develop mental maths gaps and skills. • Purchase '5 Minute Box' resources to address poor retention of English and maths basic skills • A small number of pupils require additional targeted support to develop speech and language, English and maths basic skills. • Small group intervention support in place which is regularly reviewed. 	£22,000
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £42,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional one to one Reading and Phonics, and Maths support for disadvantaged pupils with SEND	EEF Improving Literacy in KS1 and KS2. Recommendations 3 and 4 <ul style="list-style-type: none"> • Additional one to one and small group support delivered due to allow to strengthen pupils' retention of Arithmetic, to improve their use of Phonics as a decoding strategy and to ensure all pupils Read with fluency and pace thereby addressing learning gaps due. • Continued RWI training for staff delivering Phonics and Early Reading through use of the most up to date resources. • Staff training and CPD to secure consistency in approach to delivery of highly structured interventions. 	1 and 3 £10,990 £12,000 £8,000
Structured interventions to support catch-up and targeted support for individual with SEMH needs. Structured interventions support the emotional wellbeing of pupils.	EEF Making Best Use of Teaching Assistants across EYFS, KS1 and KS2. Recommendations 5 & 6 <ul style="list-style-type: none"> • ACET Inclusion Manager and SENDCo supporting training and modelling delivery of intervention support for pupils with SEND and SEMH needs. • Monitoring and assessment take place to evaluate effectiveness and impact. • Support for pupils displaying low mood/ withdrawal/ persistence absence due to not wanting to come to school. • Whole school assemblies to promote mental wellbeing strategies to all pupils. 	2 £11,390

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

Budgeted cost: £48,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional speech and language therapy teaching /intervention.	EEF Improving Literacy in KS1 Recommendations 1 & 8 <ul style="list-style-type: none"> Speech and Language assessment and intervention programme 'Speech Link' purchased to support swift response to identified barriers. Staff training to secure consistency in approach to delivery highly structured interventions. Specialist speech and language therapy provision purchased due to increasing number of pupils presenting with complex speech, language and communication SEND needs. Additional members of support staff appointed within the inclusion team to implement advice from speech and language therapist and internal assessment in order to ensure all relevant pupils have access to allocated support. 	4 £5,000 £8,000 £18,000
Trust appointed EWO and academy Inclusion Manager	<ul style="list-style-type: none"> Daily contact with a trusted adult is imperative to improving attendance at Brookfield Junior Academy. EWO home visits support parents/carers to get their child to school. Readiness to learn: Continued development of a breakfast club to provide pupils with a nutritious breakfast and exercise before school. Attendance: Use of trust EWO to improve attendance and foster links with parents. Inclusion manager works in conjunction with parents to build positive purposeful relationships which promote good attendance and punctuality. 	£17,320

Total budgeted cost: £155,200

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 periods of national lockdown, results were not externally validated.

- Attendance of disadvantaged pupils 2021-2022 was below other children 88.5% compared to 91.5% (-3%).
- Phonics - all staff have received accredited Read Write Inc training throughout the year. This includes a full development day which focuses on ensuring there is a consistent approach to teaching phonics across the academy and this is evidenced through regular monitoring.
- Phonics – daily release time has been used to enable the phonics and early reading lead to monitor the delivery and coach staff in the delivery of the SSP programme. Areas for further development are identified and acted upon in a timely manner and can be evidenced with recent Ofsted report *'leaders ensure that every pupil learns to read well'*.
- Phonics outcomes - 54% of disadvantaged pupils achieved 32+ in the 2022 PSC. Although the national figure dropped in 2022 the academy outcomes are still lower when compared to the disadvantaged national figure of 62%.
- Phonics outcomes - 100% of disadvantaged pupils passed the phonics screening check at the end of year 2. This now needs to be applied to both English reading and writing outcomes as only 46% of disadvantaged children achieved EXP in reading and 54% in writing.
- FS2 outcomes – 38% of disadvantaged pupils achieved a GLD.
- High expectations and the delivery of consistent quality first inclusive practice needs to be a key priority to ensure KS2 outcomes for disadvantaged pupils of 29% in the three core areas of reading, writing and maths improve rapidly.
- A range of after school clubs have been provided to all pupils at no cost. 50% of the places at each club are prioritised for disadvantaged pupils.
- Reading is prioritised and pupils at BJA are immersed in a text rich environment. Pupil voice evidences the importance of reading as well as the breadth of reading opportunities across all key stages. This includes books for reading for pleasure, home to school reading books as well as texts used as reading into writing texts and those introduced within Key Reading Skills sessions. This is further evidenced in the recent Ofsted report *'Pupils enjoy reading and talk about their favourite books with enthusiasm'*.

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
N/A	
N/A	

Service pupil premium funding (optional)

N/A

For schools that receive this funding, you may wish to provide the following information:

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