

# Pupil premium strategy statement – Brookfield Junior Academy (last review June 26)

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	258 (June 2026)
Proportion (%) of pupil premium eligible pupils	78/259 30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	Nov 2024
Date on which it will be reviewed	July 2027
Statement authorised by	Governors
Pupil premium lead	Daisy Dunning
Governor / Trustee lead	Michelle Binns

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,922
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£116,922

# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

## Challenges

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

Challenge number	Detail of challenge
1	<b>Overall attainment and progress is lower for disadvantaged pupils than for non-disadvantaged pupils in most subjects.</b> Standardised assessment data and internal test results show a significant proportion of disadvantaged pupils are working below age related expectations across the core subjects. Observational data suggests these gaps in learning are compounded by low motivation in lessons, lack of understanding of the purpose of learning driven by low aspirations and poor attendance.
2	<b>Attendance is lower for disadvantaged pupils than for non-disadvantaged pupils.</b> Tracking data shows that this is the case across all year groups. Last year the disadvantaged attendance was 89.7% and non-disadvantaged attendance was 94.61%, -4.91% difference.
3	<b>Disadvantaged pupils lack frequent and regular life experiences which mean their social confidence is not in line with their peers.</b> Observational data suggests that fewer disadvantaged pupils readily and consistently attend the extra-curricular activities on offer from school and out of school. Disadvantaged parents make up the group who are unable to contribute to school trips, workshops and/or experiences meaning they are occasionally cancelled due to lack of funds. Assessment of writing shows a gap between the vocabulary used and the imagination of disadvantaged pupils compared to their peers. Observational data suggests that disadvantaged pupils are less confident when speaking to external visitors or volunteering for roles in performances, speaking in assemblies, and asking questions in unfamiliar situations, as well as speaking very limitedly about career aspirations.

## 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
<i>Progress and attainment is at least in line with national averages</i>	<ul style="list-style-type: none"> <li>National average attainment for all pupils</li> <li>Progress steps are at least 5 for Y1 and 6 for other year groups, across the year</li> </ul>
<i>Attendance is at least in line with national averages and punctuality improves by 100%</i>	<ul style="list-style-type: none"> <li>The attendance of all pupils is at least 96.6%</li> <li>All pupils arrive on time for school every day</li> </ul>
<i>Disadvantaged pupils are socially confident in a range of situations, can explain their aspirations and goals, can talk about a variety of extra-curricular experiences using context related vocabulary and seek out personal growth.</i>	<ul style="list-style-type: none"> <li>All disadvantaged pupils take part in at least one extra-curricular activity at all times</li> <li>All disadvantaged pupils attend all trips, workshops and experiences, regardless of cost</li> <li>All pupils can explain what type of career they are interested in pursuing and why</li> <li>KS2 pupils can explain a realistic pathway to their chosen career</li> <li>The views of disadvantaged pupils are collected when planning extra-curricular activities and are based on their interests</li> <li>Disadvantaged pupils are able to use a range of context related vocabulary with ease and confidence orally and in writing</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £61,992

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>CPDL for all staff on the challenges of educational disadvantage and how to meet them in their role. We will fund training so all staff understand the challenges and the school's strategy</i>	Evidence from the EEF Implementation Guidance Report and behavioural science suggests underlying beliefs and values need changing to make sustained changes to human behaviour, in this case to teachers practice in the classroom.	1, 2 and 3
<i>Develop pupils ability to retain previously taught skills and knowledge through CPDL on retrieval practice, regular observational and feedback cycles based on instructional coaching</i>	Evidence that focusing on professional development makes an improvement on outcomes is provided by the EEF Guidance Report on Effective Personal Development. There is evidence that instructional coaching is a form of PD that can make a positive impact provided key mechanisms are included.	1
<i>Improve the subject-specific teaching and support of Reading, Writing and Maths in all lessons, using professional development time to develop teachers knowledge and skills. Release time for Subject Leaders of Core subjects to monitor.</i>	EEF Improving Literacy in KS1 recommendations 3 and 8.	1
<i>Use whole school coaching to develop teacher's ability to use high impact teaching strategies to support all pupils in particular pupils with SEND needs. Release time for SENDCO and Inclusion Team to monitor provision for pupils with SEND.</i>	SEND Guidance Report Five a Day strategies, including explicit instruction and scaffolding. EEF Effective PD Guidance report. EEF Improving Literacy in KS1 recommendations 7 and 8.	1

<p><i>Subscription to schemes to ensure consistent approach to teaching across classes and progression is followed.</i></p> <p>White Rose Maths Spelling Shed TimesTable Rockstars NumberBots Teach Computing Curriculum RE Today Rising Stars Reading Into Writing</p>	<p>EEF Schools guide to implementation, schemes ensure a consistent and high-quality progressive curriculum is delivered across multiple year groups and key stages</p>	1
<p><i>Purchase high quality texts to support teaching and learning of Reading in KS2, Writing whole school and RWI</i></p>	<p>Successful implementation of a systematic well-resources Phonics and Early Reading program leads to greater impact on progress and attainment. EEF Improving Literacy in KS1 recommendations 3 and 6.</p>	1
<p><i>Read Write Inc annual subscription, including access to portal</i></p>		1
<p><i>Purchase termly Maths assessments by NfER for KS2</i></p>	<p>High quality tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct educational support through interventions and adaptive practice</p>	1
<p><i>Purchase twice annual NGRT assessments for KS2</i></p>		1
<p><i>CPD for teachers and TAs on 'The Science of Learning'</i></p>	<p>Evidence that focusing on professional development makes an impact on outcomes is provided by the EEF Guidance Report on Effective Personal Development. There is evidence that instructional coaching as a form of CPD that can make a positive impact provided key mechanisms are included.</p>	1
<p><i>CPD for teachers on retrieval</i></p>		1
<p><i>CPD for teachers on reasoning in Maths</i></p>		1
<p><i>Greater focus on oracy in all lessons, developing discussion skills, vocab, focussed dialogue and confidence.</i></p>	<p>EEF Oral Language Intervention – high impact low cost, on average 6 months additional progress it made.</p>	1 and 3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 dyslexia intervention with specialist tutor</i>	GL Dyslexia Screener indicates that 3 pupils have dyslexia and would benefit from 1:1 tuition from a specialist. 3/3 of these are Pupil Premium.	1
<i>1:1 RWI intervention with trained TAs</i>	Teaching assistants who provide 1:1 targeted interventions show a stronger positive benefit of between 4-6 additional months on average. EEF Improving Literacy in KS1 recommendation 8.	1

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EWO Safe and Well calls, investigate reasons why attendance is low with families to improve attendance</i>	There are a range of approaches which aim to improve school attendance. Some parental communication approached and targeted parental engagement interventions show promise in supporting pupil attendance.	2
<i>Inclusion Team time allocated to tracking attendance daily and following up with calls, collecting pupils, supporting families with time management</i>		2
<i>Prize budget to motivate 100% attendance – every half term</i>	EEF Supporting attendance – reflection and planning tool, considering different approaches and evaluating their impact on an individual and personalised basis.	2
<i>Release time for TAs to access bespoke training by Aspire Outreach</i>	EEF Making Best Use of TAs across EYFS, KS1 and KS2 recommendations 5 and 6.	1
<i>Inclusion Team time for 1:1 and group</i>	EEF Making Best Use of TAs across EYFS, KS1 and KS2 recommendations 5 and 6.	3

<i>interventions, on advice from professionals</i>		
<i>Release time for Assistant Inclusion Lead to attend With Me In Mind training and cluster groups</i>	EEF Making Best Use of TAs across EYFS, KS1 and KS2 recommendations 5 and 6.	2
<i>Develop a plan of enrichment for all pupils – all pupils to have experience of external learning, trips, visits by the time they leave for secondary school</i>	Trips and experiences improve pupils learning and have a positive impact on their learning. They can develop vocabulary by having shared memorable experiences that they wouldn't otherwise have outside of school.	3
<i>Improving knowledge of careers, developing aspirations and supporting with planning pathways to success</i>	EEF research: Poorer Young People More Likely to Have Career Aspirations That Don't Match Their Career Goals – support is required to enable young people to understand the path they need to take to reach their goals	3

**Total budgeted cost: £116,922**

## Part B: Review of the previous academic year 24-25

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*