



Brookland Junior School

Pupil Premium strategy statement 2021/2022

This statement details our school'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.

School overview

Detail	Data
School name	Brookland Junior School
Number of pupils in school	356
Proportion (%) of pupil premium eligible pupils	20.5%
Academic year that our current pupil premium strategy plan covers	21/22
Date this statement was published	14/12/21
Date on which it will be reviewed	03/10/22
Statement authorised by	Jenny Aylen (HT)
Pupil premium lead	Cara Christie
Governor / Trustee lead	Sapna Shah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 98,185
Recovery premium funding allocation this academic year	£ 10,585
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	£108,770

Part A: Pupil premium strategy plan

Statement of intent

At Brookland Junior School we strive for every child to be the best that they can be academically and personally. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our school is situated in a socially advantageous area; the socio-economic gap between disadvantaged children and others is wide. Although the children from disadvantaged backgrounds are a small group, many of these children also have additional barriers to learning. Common barriers to learning for our disadvantaged children are additional SEN needs, English as a second language, lack of confidence and less support available at home.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our pedagogical approach is based around pupil voice, continuous assessment for learning and rigorous systems to ensure high expectations and motivation for all pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment systems, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in lessons
- monitor the progress of pupil premium pupils and act early to intervene at the point a need is identified
- continue to embed our whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- engage with parents to provide academic support and motivation for each child to achieve well.
- create opportunities for disadvantaged pupils to engage in extra-curricula activities to build confidence, social skills and a sense of community.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident across each year group and are more prevalent among our disadvantaged pupils than their peers.
2	Teacher assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in our school. However, our disadvantaged pupils continue to achieve above national figures. Our in-depth analysis highlights the specific reading, writing and maths gaps within each cohort.
3	The wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
4	Many of our disadvantaged children have multiple barriers to learning which can affect progress and achievement. In each year group, between 20-30% of our disadvantaged pupils also have identified SEN needs and between 70-90% speak English as an additional language.
5	Our assessments, surveys and discussions with pupils and families have identified a lack of enrichment opportunities and cultural capital experiences during school closure. These challenges particularly affect disadvantaged pupils and in turn, their attainment.
6	Our attendance data indicates that attendance among disadvantaged pupils is only slightly lower than for non-disadvantaged pupils. However disadvantaged pupils have been 'persistently absent' and late to school significantly more than their peers.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes in 2022 show that more than 75% of disadvantaged pupils have met the expected standard in reading, writing and maths.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2021/2022 as demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • increasing pupil voice in wider school activities and enrichment opportunities • achieving the Gold Award for Healthy Schools London.
To ensure good progress and for achievement for all pupils with additional barriers such as SEN and EAL.	Pupils with additional barriers to learning will have all made very good progress from their different starting points as evidenced by Target Tracker. Reviews of support plans and pupil progress meeting discussions will identify clearly where barriers have been addressed to ensure good progress.
Improve access to extra curricula activities and opportunities to participate in the wider community.	Significantly more disadvantaged pupils will be engaged in extra-curricular activities. This will be measured through club attendance and pupil and parent feedback.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance (allowing for school disruptions due to Covid) from 2021/2022 demonstrated by the percentage of all pupils across the school who are persistently absent being below 4% and the figure among disadvantaged pupils being no more than 1% lower than their peers.

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: £22,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding purposeful dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Teachers explicitly teach key subject specific vocabulary and provide opportunities to use this vocabulary across a range of contexts.</p> <p>Ongoing CPD for all staff on pupil engagement, with ‘all pupil response’ and increasing disadvantaged pupil’s participation in lessons. A continued focus on assessment for learning practises across all subjects.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Prioritising purposeful and timely feedback for learners as a whole school and explicit teaching of metacognition and self-regulation skills.</p> <ul style="list-style-type: none"> Feedback strategies as a whole school include timely marking, conferencing with pupils who are challenged by a task/subject, peer feedback and rapid catch up interventions in all classes. <p>The teaching of metacognition and self-regulation skills during lessons and reinforced through whole school practices, such as success criteria, identifying and defining subject-specific key skills, green pen reflective comments and modelling thinking and problem solving. CPD time has been allocated</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-</p>	2, 4

<p>to explore this through different subjects.</p>	<p>toolkit/metacognition-and-self-regulation</p>	
<p>Continuing to embed best practice and whole school consistency with our approach to guided reading and the explicit teaching of inference skills.</p> <p>Utilising buddy classes to provide peer support to early readers to develop their fluency and confidence in reading.</p>	<p>The EEF has shown that explicitly teaching reading comprehension skills, using a range of texts, can add 6 months progress over the year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>The EEF provides evidence that peer tutoring, when used consistently and to reinforce key learning, is very beneficial to both the tutor and tutee.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	<p>2, 5</p>
<p>Enhancement of our maths teaching and curriculum planning to ensure we:</p> <ul style="list-style-type: none"> • embed mastery maths in all classes • build upon prior knowledge and use assessment for learning to ensure progress. • use manipulatives to support pupils to become independent learners • teach how to solve problems • make clear the connections between maths concepts <p>We will continue to prioritise daily rapid catch up sessions across the school for children who need to secure maths key skills from that day's learning.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>2</p>
<p>Wellbeing approaches to support social and emotional learning (SEL) will be embedded into routine pedagogical practices and supported by</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later</p>	<p>5</p>

<p>professional development and training for staff. Some of our whole school approaches are:</p> <ul style="list-style-type: none"> • A detailed and well-structured PSHE curriculum that meets the specific needs of each cohort and with SEL at its core. • ELSA (Emotional Literacy Support Assistants) training completed by staff and sessions commenced with pupils. • Whole staff CPD on ELSA and approaches in the classroom. 	<p>life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 58, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Some of the groups that will be running are:</p> <ul style="list-style-type: none"> • Language Enrichment Program (Barnet) • Story Seekers – an oracy program with the National and Unicorn Theatres 	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by our in-school phonics team.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

<p>Utilising buddy classes to provide peer support to early readers to develop their fluency and confidence in reading.</p>		
<p>Small group interventions to improve reading, writing and maths outcomes. Some of the specific interventions that we will be running are:</p> <ul style="list-style-type: none"> • 1st class@number (Edge Hill) • Project X (Edge Hill) • Times tables support • Pre-teach groups (including writing) 	<p>When teaching assistants are trained to deliver a well-resourced program, there is a greater impact on pupil progress. We collect baseline data to measure the impact for each child.</p> <p>EEF report on 1st Class@Number</p>	<p>2, 4</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led before/after school tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>We will be running a Third Space Learning intervention to support maths attainment. This program is also funded through the National Tutoring Program.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 4</p>
<p>Providing additional interventions to improve the engagement of our SEN pupils, especially those with an autism diagnosis. This includes:</p> <ul style="list-style-type: none"> • Regular sensory circuits • Social story groups • Lunchtime activities <p>CPD has been allocated to training all staff on how to effectively deliver autism friendly lessons and sensory circuits.</p>	<p>The Autism Advisory Team in Barnet have recommended this approach and have provided training in our school. We regularly monitor and adapt our approaches based on advice from this team.</p>	<p>4</p>
<p>Each year group will have their own homework club each week to support</p>	<p>As a school, we have found that supporting individual's to com-</p>	<p>2</p>

pupils with their learning.	plete homework tasks improves their confidence and participation.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28, 070

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. Some of our approaches are:</p> <ul style="list-style-type: none"> • Trained peer mediators • Trained anti-bullying ambassadors • Parent and pupil voice with our anti-bullying policies and procedures. 	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Wellbeing approaches to support social and emotional learning (SEL) will be embedded into routine pedagogical practices and supported by professional development and training for staff. Some of our whole school approaches are:</p> <ul style="list-style-type: none"> • Our Brookland values and Learning skills embedded in lessons and wider school activities • A comprehensive assemblies program is in place with SEL themes. • Increasing pupil voice to address whole community equalities. • Working towards our Gold Award for Healthy Schools. 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3
<p>Identifying extra-curricula sporting and cultural capital opportunities to increase disadvantaged pupils' confidence, participation in school and to experience a wider variety of</p>	<p>The Nuffield Foundation funded a report into the benefits of disadvantaged pupils participating in extra-curricula clubs and they</p>	3, 5

<p>activities. This approach includes:</p> <ul style="list-style-type: none"> • Surveying pupils and parents who are in receipt of the PP funding as to what sports or cultural opportunities would be beneficial. • Working with our PE coordinator and our local multi-sports agency to deliver clubs. • Identifying opportunities for additional trips and visits to improve pupil's understanding of the local area and to enrich their understanding of the curriculum. • A focus on the transferrable skills for a range of careers through assemblies, visitors and visits. 	<p>found that:</p> <ul style="list-style-type: none"> • After school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular. • Organised physical activities were associated with higher attainment and better social, emotional and behavioural outcomes at age 11. <p>https://www.nuffieldfoundation.org/project/out-of-school-activities-and-the-education-gap</p>	
<p>Providing support to those who are young carers in our school. This includes:</p> <ul style="list-style-type: none"> • Having a dedicated wellbeing lead with a focus on young carers. • Providing support to individual families based on their needs <p>Nurture groups to support social and emotional wellbeing, which impacts positively on academic performance.</p>	<p>Research and advice from mental health agencies including the Anna Freud Centre and The Place To Be recommend strategies in supporting young people who are in a caring role.</p> <p>https://www.place2be.org.uk/about-us/news-and-blogs/2020/june/supporting-young-carers-mental-health/</p>	3, 4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve:</p> <ul style="list-style-type: none"> • regular monitoring and reviewing of attendance data, especially for those pupils at risk of persistent absence. • communicating with parents specifically with regard to attendance and barriers to good attendance. • Whole school motivations for good attendance and 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

punctuality.		
<p>We have an appointed Wellbeing Lead to oversee our wellbeing provision. This includes:</p> <ul style="list-style-type: none"> • Coordinating our 5 visiting in-school counsellors. • Overseeing our pupil mentoring program • Supporting vulnerable families to access external services that meet identified needs. • Liaising with social services staff to support the wellbeing of our pupils as needed. • Working on our Resilient Schools status as part of our Gold Healthy Schools Award. 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3, 6
<p>Supporting the transition from primary to secondary school using our local community links and recommended strategies based on evidence.</p> <p>We will also be using a similar approach to support the transition for our pupils coming into KS2, with our linked Infant School.</p>	<p>STARS (School Transition and Research Study), a UCL, Cardiff University and Nuffield Foundation project, found that a successful transition involved functioning well in two areas:</p> <ul style="list-style-type: none"> • being academically and behaviourally involved in school • feeling a sense of belonging to school. <p>https://www.ucl.ac.uk/pals/sites/pals/files/stars_report.pdf</p>	

Total budgeted cost: £108, 770.

Part B: Review of outcomes in the previous academic year (see also the review of the 2020/2021 strategy on our school website)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Analysis of our internal assessments during 2020/21 show that our disadvantaged pupils, whilst performing lower than our non-disadvantaged pupils, had a higher teacher assessed attainment than similar pupils in our borough and significantly greater attainment than other disadvantaged pupils nationally (according to data released by Juniper Education who collate information from their software users). Our current plan details strategies for improving pupil attainment across the curriculum, in particular a focus on key skills and subject-specific vocabulary.

Our assessment of the reasons for our disadvantaged pupil's outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our full range of pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, and continuing to run small group interventions and guided groups online.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.