

Brookland Junior School

Pupil Premium strategy statement 2024 - 2027



This statement details our school's use of the pupil premium grant for the 2024 to 2027 academic years funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding 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	17% (60 pupils)
Academic years that our current pupil premium strategy plan covers	24/25 25/26 26/27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jenny Ayles (HT)
Pupil premium lead	Cara Christie
Governor / Trustee lead	Kate Blumhof

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85, 867
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	£85, 867

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. Our intent is for all of our pupils to leave this key stage with confident social skills, speaking and listening skills and a deep understanding of how to be an upstanding and involved citizen. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress and challenge 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 smaller 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, unsettled home environments, confidence and a lack of academic support outside of school.

We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are from disadvantaged backgrounds or not.

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 is 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 supported, included and 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-curricular 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 the pandemic and cost of living 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. These challenges particularly affect disadvantaged pupils and in turn, their attainment.
6	Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils, particular for those with persistent absences. Research states that poor attendance affects attainment.

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.
To improve writing outcomes for disadvantaged pupils.	KS2 writing outcomes in 2025 to show that our disadvantaged pupils have achieved above national in achieving the expected standard in writing.
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes in 2025 to show that our disadvantaged pupils are above national figures for meeting the expected standard in reading, writing and maths, including those achieving greater depth.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our vulnerable and disadvantaged pupils.	Sustained high levels of wellbeing from 2024/2025 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 • the provision of a learning mentor to support our vulnerable pupils who are also young carers.
To ensure good progress and 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 Sonar (our data system). 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 in 2024/2025 measured through attendance data, EWO involvement and improved punctuality.

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.

Whole School Teaching focusing on effective and purposeful CPD, identifying individual barriers for all disadvantaged pupils and highly impactful classroom teaching practices.

Budgeted cost: £31, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>QUALITY TEACHING</p> <p>Staff professional development, including formal training, coaching and mentoring across the whole staff team will be focused on embedding our bespoke Brookland Teaching Toolkit which prioritises pupil engagement, oracy and key learning skills.</p> <p>In staff training, ensuring up-to-date research aligns with our own Brookland teaching practices ensures evidence-informed teaching.</p>	<p>Teaching Walk Thrus – Five Step Guide to Instructional Coaching. By Sherrington and Caviglioli.</p> <p>Evidence-informed teaching: an evaluation of progress in England Research report July 2017 https://assets.publishing.service.gov.uk/media/5a749aca40f0b61938c7ece0/Evidence-informed_teaching_-_an_evaluation_of_progress_in_England.pdf</p>	<p>1, 2, 4</p>
<p>ORACY</p> <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. Our school ethos of ‘3 key words’ will enable all pupils to focus learning on key vocabulary.</p> <p>Ongoing CPD for all staff on pupil engagement, with ‘all pupil response’</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> <p>Collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge</p>	<p>1</p>

<p>and increasing disadvantaged pupil's participation in lessons. A continued focus on assessment for learning practices across all subjects.</p> <p>Focused individual coaching and CPD for collaborative learning approaches and effective tools for engaging disadvantaged pupils in group work activities.</p>	<p>and skills and address misconceptions through peer support and discussion.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>'The Noisy Classroom: Developing Debate and Critical Oracy in Schools' by Debbie Newman.</p>	
<p>METACOGNITION AND FEEDBACK</p> <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.</p>	<p>Providing feedback is 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-toolkit/metacognition-and-self-regulation</p>	2, 4
<p>READING</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>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 consist-</p>	2, 5

<p>Utilising buddy classes and secondary school links to provide peer support to early readers to develop their fluency and confidence in reading.</p> <p>To promote reading for pleasure across the school, including initiatives to provide more books in the home for disadvantaged pupils. This includes vouchers for books, book trolleys for reading at break times and creating a book swap system.</p>	<p>ently 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>The May 2012 DFE report on reading for pleasure identifies key findings and recommendations:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p>	
<p>WRITING</p> <p>To develop best practice in sentence formation across the curriculum through:</p> <ul style="list-style-type: none"> - Embedding our 'Golden Sentence' model for creating genre specific sentences in Big Writing and transferring this to other subjects (disciplinary writing). - Implementing a new handwriting scheme to ensure legible, joined writing by end of year 6. 	<p>'Closing the Writing Gap' by Alex Quigley provides practical and researched guidance in how to build effective sentence</p> <p>The EEF evidences best practice in secondary disciplinary writing, which we have adapted to suit the primary phase:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	2
<p>MATHS</p> <p>Enhancement of our maths teaching and curriculum planning to ensure we:</p> <ul style="list-style-type: none"> • Continue to embed mastery maths in all classes • Keep up, not catch up approach • build upon prior knowledge and use assessment for learning to ensure progress. • use manipulatives/resources across the school to support pupils to become independent learners • explicitly teach how to solve problems • make clear the connections between maths concepts 	<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>The Ofsted report on mathematical success.</p>	2

<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>WELLBEING</p> <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"> • A flexible and responsive PSHE curriculum that meets the specific needs of each cohort and with social and emotional learning at its core. • ELSA (Emotional Literacy Support Assistants) lead support interventions and coach staff. • The employment of a learning mentor to support our young carers. • Whole staff CPD on ELSA and approaches in the classroom. • Wellbeing audits enable targeted support for individuals. • After lunch wellbeing and mindfulness sessions in all classes 	<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> <p>ELSA Research Reports including:</p> <p>A scoping review of the literature exploring and evaluating the emotional literacy support assistant (ELSA) intervention</p> <p>https://www.tandfonline.com/doi/pdf/10.1080/13632752.2024.2360779?needAccess=true</p>	<p>5</p>
<p>ATTENDANCE</p> <p>Whole school focus on attendance and punctuality to include class recognition and rewards, celebrating success in the school newsletter and holding 100% attendance assemblies to promote positive attendance.</p>	<p>Education Development Trust:</p> <p>Improving school attendance by fostering a sense of community belonging:</p> <p>https://www.edt.org/research-and-insights/improving-school-attendance-by-fostering-a-sense-of-community-belonging/</p>	<p>6</p>

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

Budgeted cost: £ 42, 000

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) for yrs 3-5. • Story Seekers – an oracy program developed by the National and Unicorn Theatres for year 6. 	<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: 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>Utilising buddy classes to provide peer support to early readers to develop their fluency and confidence in reading.</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: Phonics Toolkit Strand Education Endowment Foundation EEF</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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	2

<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>Providing a blend of tuition, mentoring and school-led before/after school tutoring for pupils who need support to meet expectations as well as those needing more support to achieve greater depth.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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 has 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 pupils with their learning.</p>	<p>As a school, we have found that supporting individuals to complete homework tasks improves their confidence and participation.</p>	<p>2</p>

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

Budgeted cost: £25, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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. • Continuing to meet Healthy Schools Awards standards. 	<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
<p>Identifying extra-curricula sporting and cultural capital opportunities to increase disadvantaged pupil's confidence, participation in school and to experience a wider variety of activities. This approach includes:</p> <ul style="list-style-type: none"> • Working with our PE coordinator and our local multi-sports agency to deliver clubs. • Identifying opportunities for additional trips and visits to improve pupils 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. • Providing additional art/DT opportunities for 	<p>The Nuffield Foundation funded a report into the benefits of disadvantaged pupils participating in extra-curricula clubs and they 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>EEF Research showed positive academic and social/emotional outcomes</p>	3, 4, 5, 6

<p>disadvantaged pupils.</p> <ul style="list-style-type: none"> Engaging more pupils in accessing the in-school music provision. 	<p>when pupils are engaged in the arts:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</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> <p>The Carers Trust have identified best practice in supporting young carers in school.</p> <p>https://carers.org/resources/all-resources/15-supporting-young-carers-in-schools-a-step-by-step-guide-for-leaders-teachers-and-non-teaching-staff-</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 punctuality. Mentoring for pupils and their families to address specific barriers to attendance. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Education Development Trust: Improving school attendance by fostering a sense of community belonging:</p> <p>https://www.edt.org/research-and-insights/improving-school-attendance-by-fostering-a-sense-of-community-belonging/</p>	6

<p>We have an appointed Wellbeing Lead to oversee our wellbeing provision. This includes:</p> <ul style="list-style-type: none"> • Coordinating our in-school counsellors (currently 11). • 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. • The development of a parent hub to support the wellbeing of our parent and pupil community. 	<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> <p>Research Paper: Longer-term effects of school-based counselling in UK primary schools: https://link.springer.com/article/10.1007/s00787-021-01802-w</p>	<p>3, 6</p>
<p>Continued whole staff training on positive behaviour management and anti-bullying approaches with the aim of embedding our school ethos and improving behaviour across school. Some of our approaches:</p> <ul style="list-style-type: none"> • AHT as Behaviour Lead • Using the zones of regulation to support positive behaviour. • Consistency with staff following behaviour policy. • Trained peer mediators • Trained anti-bullying ambassadors 	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<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 • a sense of belonging to school. <p>https://www.ucl.ac.uk/pals/sites/pals/files/stars_report.pdf</p>	<p>3, 4, 5</p>

Total budgeted cost: £98, 000

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.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be impacted last year, with the impact of the COVID-19 pandemic continuing to have an impact. This was particularly acute for disadvantaged pupils. We used pupil premium funding to provide specific wellbeing support for all pupils, including providing in-school counsellors for pupils and their families as well as the introduction of a learning mentor to specifically support pupils who are also young carers. Our prioritisation of wellbeing, mentoring systems and whole school zones of regulation approach continue to support the positive mental health of our disadvantaged pupils.

The impact of our interventions and whole school approach can be seen in our end of KS data where the cohort achieved higher than Barnet and National in all subject areas. (This section is analysed in more detail in our KS2 Data Analysis Report 2024).

Provisional Brookland, national and Barnet LA overall results for the % of pupils meeting the expected standards are:

	2024			2023			2022		
Pupils Meeting the Expected Standard	School Results	National Results	Barnet Results	School Results	National Results	Barnet Results	School Results	National Results	Barnet Results
Reading	85%	74%	79%	87%	73%	80%	86%	74%	81%
Grammar, Punctuation and Spelling	87%	72%	80%	91%	73%	83%	87%	72%	81%
Writing (teacher assessed)	86%	72%	77%	82%	72%	79%	79%	69%	75%
Maths	87%	73%	81%	87%	73%	82%	85%	71%	81%
Reading, Writing and Maths combined	75%	61%	69%	76%	60%	69%	71%	59%	68%
Science (teacher assessed)	89%	81%	-	88%	80%	-	89%	79%	-

Provisional Brookland, national and Barnet LEA overall results for the % of pupils achieving greater depth (110 scaled score and over):

	2024			2023			2022		
Pupils achieving Greater Depth within the Expected Standard	School Results	National Results	Barnet Results	School Results	National Results	Barnet Results	School Results	National Results	Barnet Results
Reading	45%	28%	35%	48%	29%	37%	39%	28%	37%
Grammar, Punctuation and Spelling	54%	32%	43%	55%	30%	40%	46%	28%	40%
Writing (teacher assessed)	15%	13%	17%	19%	13%	19%	13%	13%	15%
Maths	48%	24%	34%	49%	24%	35%	44%	23%	33%
Reading, Writing and Maths combined	14%	8%	12%	18%	8%	13%	12%	7%	10%

Disadvantaged pupils at Brookland Junior School have a consistently higher end of KS2 attainment than nationally disadvantaged pupils and a higher combined RWM maths than non-disadvantaged nationally and locally. Our school attainment gap between disadvantaged and not disadvantaged pupils is much narrower than both National and Barnet and in science, our disadvantaged pupils achieved higher for end of year assessment.

Disadvantaged Pupils Meeting the Expected Standard	Disadvantaged BROOKLAND 2024 (17 pupils)	Not Disadvantaged BROOKLAND 2024 (68 pupils)	GAP BROOKLAND 2024	Disadvantaged NATIONAL 2024	Not Disadvantaged NATIONAL 2024	GAP NATIONAL 2024	Disadvantaged BARNET 2024	Not Disadvantaged BARNET 2024	GAP BARNET 2024
Reading	76%	81%	-5%	62%	79%	-17%	71%	79%	-8%
Grammar, Punctuation and Spelling	76%	81%	-5%	59%	78%	-19%	71%	84%	-13%
Writing (teacher assessed)	71%	82%	-11%	58%	78%	-20%	65%	81%	-16%
Maths	76%	81%	-5%	59%	79%	-20%	71%	86%	-15%
Reading, Writing and Maths combined	76%	81%	-5%	45%	67%	-22%	54%	74%	-20%
Science (teacher assessed)	82%	79%	+3%	n/a	n/a	n/a	n/a	n/a	n/a

Attainment for disadvantaged pupils 2024 as percentage of those achieving at the HIGHER LEVEL.	Disadvantaged BROOKLAND 2024	Not Disadvantaged BROOKLAND 2024	GAP BROOKLAND 2024	Disadvantaged NATIONAL 2024	Not Disadvantaged NATIONAL 2024
Reading	29%	49%	-20%	Not available	Not available
GPS	29%	58%	-29%	Not available	Not available
Writing	6%	18%	-12%	Not available	Not available
Maths	24%	55%	-31%	Not available	Not available
Reading, writing and Maths	6%	16%	-10%	3%	10%

54 pupils in Y6 benefitted from 740 hours of teacher-led before and after school tuition on key skills in Maths and English as well as a 4 day Easter holiday booster programme. A further 13 pupils took part in 1 to 1 online weekly maths tuition through 3rd Space Learning.

Our School Values and outstanding teaching lead to a very strong, positive behaviour for learning culture in every classroom. Our pupils demonstrate focus and determination to succeed and improve which is often commented on by visitors. *“Pupils, including those who are vulnerable and/or disadvantaged are effusive about the opportunities, learning and level of care afforded them”* Learning Network Inspector LA visit November 2023.

In 2024/2025, we will prioritise oracy and communication skills across the school as well as increase cultural experiences for our disadvantaged pupils. Specific, targeted interventions will address barriers to learning and ensure each pupil makes the best possible progress from their different starting points. Our embedded Brookland Toolkit will consistently drive teaching and learning practices across the whole school and quality teaching as well as quality relationships will be at the core of our interactions.