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	343
Proportion (%) of pupil premium eligible pupils	16% (56 pupils) *54% Targeted FSM* *46% Expanded FSM*
Academic years that our current pupil premium strategy plan covers	24/25 25/26 26/27
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Jenny Aylen (HT)
Pupil premium lead	Cara Christie
Governor / Trustee lead	Kate Blumhof

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,250
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	£85,250

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, 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 bespoke Brookland Teaching and Learning toolkit is designed with systematic inclusion at the heart of our approach. We prioritise all-pupil engagement in lessons, pedagogical approaches based on oracy and pupil voice, continuous assessment for learning and rigorous systems to ensure high expectations and motivation for all pupils is upheld in all lessons and extra curricula activities.

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 so that they achieve, belong and thrive in our school community.
- 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 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. Across the school, 64% of disadvantaged pupils speak English as an additional language and 46% of disadvantaged pupils have identified SEN. 23% of our disadvantaged pupils speak English as an additional language and have identified SEN.
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** figures and qualitative measures indicate that high attendance for some of our families is challenging and bespoke strategies need to be applied to work with families in partnership. Research states that poor attendance affects attainment and progress as well as social development.

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. Key Target: Year 6 teacher assessed oracy attainment to rise from 60% to 80%.
To improve writing outcomes for disadvantaged pupils.	KS2 writing outcomes in 2027 to show that our disadvantaged pupils have continued to achieve above national in achieving the expected standard in writing. Key Target: Year 6 PP 2027 SATs writing outcomes to be above 76% and significantly above national.
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes in 2027 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. Key Target: RWM FSM outcomes are significantly above national FSM results.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our vulnerable and disadvantaged pupils.	Sustained high levels of wellbeing from 2026/2027 by: • 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 ELSA staff to support our vulnerable pupils who are also young carers. Key Target: Pupils on our wellbeing register show above national attendance and make expected progress across all core subjects.
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. Key Target: SEN pupils make expected progress or better across all core subjects.
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. Key Target: Analysis of participation will show that 100% of PP pupils are accessing extra curricula opportunities.
To achieve and sustain high attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance in 2026/202y measured through attendance data, EWO involvement and improved punctuality. Key Target: PP attendance continues to be above national FSM figures.

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: £44, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
QUALITY TEACHING 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. In staff trainining, ensuring up-to-date research aligns with our own Brookland teaching practices ensures evidence-informed teaching. A trauma informed approach to whole school teaching and learning will improve outcomes for vulnerable pupils. All staff have received training in this approach and this year we are part of the Virtual School project.	Teaching Walk Thrus – Five Step Guide to Instructional Coaching. By Sherrington and Caviglioli. 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 University of Hull research project on the benefits of trauma informed practice in education: https://humbervpp.org/news/university-of-hull-research-highlights-the-benefits-of-trauma-informed-practice-in-education	1, 2, 3, 4
ORACY Embedding purposeful dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Teachers explicitly teach key subject specific vocabulary and provide	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:	1

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. 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 practices across all subjects. Focused individual coaching and CPD for collaborative learning approaches and effective tools for engaging disadvantaged pupils in group work activities.	Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF 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 and skills and address misconceptions through peer support and discussion. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches 'The Noisy Classroom: Developing Debate and Critical Oracy in Schools' by Debbie Newman.	
METACOGNITION AND FEEDBACK Prioritising purposeful and timely feedback for learners as a whole school and explicit teaching of metacognition and self-regulation skills. • 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. 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.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2, 4
READING Continuing to embed best practice and whole school consistency with our approach to guided reading and the explicit teaching of inference skills.	The EEF has shown that explicitly teaching reading comprehension skills, using a range of texts, can add 6 months progress over the year.	2, 5

Utilising buddy classes and secondary school links to provide peer support to early readers to develop their fluency and confidence in reading. 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, library lunch opening for reading at break times and creating book swap systems.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies 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 The May 2012 DFE report on reading for pleasure identifies key findings and recommendations: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	
WRITING To develop best practice in sentence formation across the curriculum through: - 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.	'Closing the Writing Gap' by Alex Quigley provides practical and researched guidance in how to build effective sentence The EEF evidences best practice in secondary disciplinary writing, which we have adapted to suit the primary phase: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2
MATHS Enhancement of our maths teaching and curriculum planning to ensure we: • 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.	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	2

• 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 Introduction of an additional 10-minutes of fluency after lunch 3 x week. Fluency Fridays focus in lessons. We will continue to prioritise daily rapid keep up sessions across the school for children who need to secure maths key skills from that day's learning.	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 The Ofsted report on mathematical success.	
WELLBEING 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: • A flexible and responsive PSHE curriculum that meets the specific needs of each cohort and with social and emotional learning at its core. • Trauma Informed school project through Barnet's Virtual School. • ELSA (Emotional Literacy Support Assistants) lead support interventions and coach staff. • The employment of ELSA trained staff 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	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) ELSA Research Reports including: A scoping review of the literature exploring and evaluating theemotional literacy support assistant (ELSA) intervention https://www.tandfonline.com/doi/epdf/10.1080/13632752.2024.2360779?needAccess=true Trauma Informed approaches and their impact on schools: https://www.trauma-informed.uk/our-impact	5

ATTENDANCE 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. Individual attention with some families and their challenges in school attendance. This may include counselling services, Family Support intervention and other services/supports that will benefit the family.	Working Together to Improve School Attendance: https://assets.publishing.service.gov.uk/media/6a4f9ec6a6586e258d371bd0/Working_together_to_improve_school_attendance_2026.pdf Education Development Trust: Improving school attendance by fostering a sense of community belonging: https://www.edt.org/research-and-insights/improving-school-attendance-by-fostering-a-sense-of-community-belonging/	6

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

Budgeted cost: £ 28, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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: • Finding Your Voice intervention • Bespoke oracy groups led by teaching staff. • Pre-teach vocabulary groups for science, history and geography.	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) Inner Wings: https://www.innerwings.org/programmes/	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by our in-school phonics team.	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:	2

Utilising buddy classes to provide peer support to early readers to develop their fluency and confidence in reading.	Phonics | Toolkit Strand | Education Endowment Foundation | EEF 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	
Small group interventions to improve reading, writing and maths outcomes. Some of the specific interventions that we will be running are: • Mastery In Number • Project X (Edge Hill) • Times tables support • Pre-teach groups (including writing)	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. EEF Trial ongoing for Mastery in Number Project X Report: https://www.theschoolpsychologyservice.com/wp-content/uploads/2020/11/Project-X-Code-6th-Ed.pdf	2, 4
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. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2, 4
Providing additional interventions to improve the engagement of our SEN pupils, especially those with an autism and/or ADHD diagnosis. This includes: • Regular sensory circuits • Social story groups	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.	4

• Lunchtime structured activities • Social skills interventions CPD has been allocated to training all staff on how to effectively deliver autism friendly lessons and sensory circuits.	EEF report on SEL interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Each year group will have their own homework club each week to support pupils with their learning.	As a school, we have found that supporting individuals to complete homework tasks improves their confidence and participation.	2

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

Budgeted cost: £15, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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: • 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.	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)	3
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: • Working with our PE coordinator and our local	The Nuffield Foundation funded a report into the benefits of disadvantaged pupils participating in extra-curricula clubs and they found that: • After school club attendance was associated with positive academic and social	3, 4, 5, 6

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 disadvantaged pupils. • Engaging more pupils in accessing the in-school music provision.	outcomes for disadvantaged children in particular. • Organised physical activities were associated with higher attainment and better social, emotional and behavioural outcomes at age 11. https://www.nuffieldfoundation.org/project/out-of-school-activities-and-the-education-gap EEF Research showed positive academic and social/emotional outcomes when pupils are engaged in the arts: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Providing support to those who are young carers in our school. This includes: • Having a dedicated wellbeing lead with a focus on young carers. • Providing support to individual families based on their needs Nurture groups led by ELSA trained staff to support social and emotional wellbeing, which impacts positively on academic performance.	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. https://www.place2be.org.uk/about-us/news-and-blogs/2020/june/supporting-young-carers-mental-health/ The Carers Trust have identified best practice in supporting young carers in school. https://carers.org/resources/all-resources/15-supporting-young-carers-in-schools-a-step-by-step-guide-for-leaders-teachers-and-non-teaching-staff-	3, 4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve: • regular monitoring and reviewing of attendance data, especially for those pupils at risk of persistent absence. • communicating with parents specifically with regard to	The DfE latest guidance 'Working Together to Improve Attendance' has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://assets.publishing.service.gov.uk/media/6a4f9ec6a6586e258d371bd0/Working_together_to_improve_school_attendance_2026.pdf	6

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.	Education Development Trust: Improving school attendance by fostering a sense of community belonging: https://www.edt.org/research-and-insights/improving-school-attendance-by-fostering-a-sense-of-community-belonging/	
Additional music provision is in place to support vulnerable pupils. This includes: • Small group instrumental lessons. • Performance opportunities • Expert advice on adapting the curriculum to meet the needs of different pupil groups. • An inspirational choir championing all children, especially those who are disadvantaged.	National Plan for Music Education: https://assets.publishing.service.gov.uk/media/62bc1242d3bf7f292040d364/The_Power_of_Music_to_Change_Lives.pdf	
We have an appointed Wellbeing Lead to oversee our wellbeing provision. This includes: • 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.	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) Research Paper: Longer-term effects of school-based counselling in UK primary schools: https://link.springer.com/article/10.1007/s00787-021-01802-w	3, 6

Continued whole staff training on positive behaviour and relational approaches with the aim of embedding our school ethos and improving behaviour across school. Some of our approaches: • AHT as Behaviour Lead • Using the zones of regulation to support positive behaviour. • Taking part in a trauma informed schools project through Barnet. • Consistency with staff following our behaviour and relationships policy. • Trained pupil wellbeing ambassadors • Trained pupil anti-bullying ambassadors	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk) Trauma Informed approaches and their impact on schools: https://www.trauma-informed.uk/our-impact	3
Supporting the transition from primary to secondary school using our local community links and recommended strategies based on evidence. We will also be using a similar approach to support the transition for our pupils coming into KS2, with our linked Infant School.	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: • being academically and behaviourally involved in school • a sense of belonging to school. https://www.ucl.ac.uk/pals/sites/pals/files/stars_report.pdf	3, 4, 5

Total budgeted cost: £87, 000 (academic year)

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 2025 to 2026 academic year.

The impact of our interventions and whole school approach can be seen in our end of KS data report where the cohort continue to achieve higher than Barnet and National in all subject areas over a sustained period of time. (This is analysed in more detail in our KS2 Data Analysis Report 2026).

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

	2026			2025			2024		
Pupils Meeting the Expected Standard	**School Results**	**National Results**	**Barnet Results**	**School Results**	**National Results**	**Barnet Results**	**School Results**	**National Results**	**Barnet Results**
Reading	88%	75%	80%	95%	75%	82%	85%	74%	79%
Grammar, Punctuation and Spelling	85%	74%	81%	93%	73%	82%	87%	72%	80%
Writing (teacher assessed)	84%	73%	76%	89%	72%	76%	86%	72%	77%
Maths	85%	75%	82%	89%	74%	82%	87%	73%	81%
Reading, Writing and Maths combined	77%	63%	69%	83%	62%	70%	75%	61%	69%
Science (teacher assessed)	91%	82%	-	95%	82%	-	89%	81%	-

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

	2026			2025			2024		
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	38%	-	40%	54%	33%	42%	45%	28%	35%
Grammar, Punctuation and Spelling	40%	-	41%	51%	30%	43%	54%	32%	43%
Writing (teacher assessed)	18%	13%	18%	22%	13%	18%	15%	13%	17%
Maths	46%	-	38%	54%	26%	38%	48%	24%	34%
Reading, Writing and Maths combined	15%	-	13%	17%	8%	14%	14%	8%	12%

The impact of our interventions, our consistent drive for every child to achieve their best and our teaching and learning approaches can be seen in our outcomes for disadvantaged pupils. Brookland disadvantaged data is strong when compared with national figures, with attainment exceeding national disadvantaged averages across all areas where comparisons are available. Combined reading, writing and maths attainment was particularly strong, with 65% meeting the expected standard compared with 49% nationally, a significant 16 percentage point advantage. At the higher standard, 6% of disadvantaged pupils achieved combined RWM compared with 4% nationally.

Our Brookland attainment gap between disadvantaged and not disadvantaged pupils is narrower than the national gap, especially with the combined RWM measures where our gap is 6% narrower.

Disadvantaged Pupils Meeting the Expected Standard (17 pupils/19%)	Disadvantaged BROOKLAND 2026	NOT Disadvantaged BROOKLAND 2026	GAP BROOKLAND 2026	Disadvantaged NATIONAL 2026 (32% of pupils)	NOT Disadvantaged NATIONAL 2026	GAP NATIONAL 2026
Reading	77%	90%	-13	63%	81%	-18
Grammar, Punctuation Spelling	71%	89%	-18	Not available	Not available	-19
Writing (teacher assessed)	71%	87%	-16	60%	79%	-19
Maths	71%	89%	-18	62%	82%	-20
RWM combined	65%	80%	-15	49%	70%	-21
Science (teacher assessed)	82%	93%	-11	Not available	Not available	-17

Disadvantaged pupils achieving at the HIGHER LEVEL.	Disadvantaged BROOKLAND 2026	Not Disadvantaged BROOKLAND 2026	GAP BROOKLAND 2026	Disadvantaged NATIONAL 2026	Not Disadvantaged NATIONAL 2026	GAP NATIONAL 2026
Reading	12%	44%	-32	Not available	Not available	
Grammar, Punctuation Spelling	24%	44%	-20	Not available	Not available	
Writing (teacher assessed)	6%	21%	-15	Not available	Not available	
Maths	24%	51%	-27	Not available	Not available	
RWM	6%	17%	-11	4%	11%	-7

Review of Intended Outcomes:

Intended outcome	Success criteria	Outcomes
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.	Progress data for oracy across the school shows that 90% of all pupils made expected progress in oracy skills. FSM children progress in oracy by year group is stronger than the cohort: Y4 – 100% Y5 – 93%, Y6 – 94% (there is no Y3 progress data).
To improve writing outcomes for disadvantaged pupils.	KS2 writing outcomes in 2026 to show that our disadvantaged pupils have achieved above national in achieving the expected standard in writing.	Brookland writing outcomes for disadvantaged pupils was 71% compared with national disadvantaged 60%. Not disadvantaged nationally was 78%, lower than our not disadvantaged at 89% (we have very high achieving cohorts).. The gap between our disadvantaged and not disadvantaged was 3% narrower than national (-16 compared with -19).
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes in 2026 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.	RWM Brookland disadvantaged 69% and national disadvantaged 49%. Brookland not disadvantaged was 80%, compared with national not disadvantaged of 70%, showing our cohort is high achieving. The gap between our disadvantaged and not disadvantaged for RWM was 6% narrower than national (-15 compared with -21).
To achieve and sustain improved	Sustained high levels of wellbeing from 2025/2026 as demonstrated by:	28 children were seen by our counsellors and play therapists and the remainder were being supported through mentoring. We also have a further 22 pupils

wellbeing for all pupils in our school, particularly our vulnerable and disadvantaged pupils.	• 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.	supported through nurture groups and ELSA trained staff as learning mentors. School survey showed that 97% of children said that the school supports them with their emotional well-being. BICS workshops with parents received positive feedback and good attendance. Young carers identified and referred to young carer support – support has included tuition and weekly nurture groups. Increased clubs and activities offer based on pupil voice and supporting vulnerable families. We subsidise many extra curricula activities for families.
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.	Support plans for children with multiple barriers are reviewed and adapted regularly. Whole staff meetings are used to prioritise the support plan needs of pupils with additional SEN/EAL barriers. Phonics interventions take place across the school and each year group coordinates in class phonics provision. SEN data shows that our SEN pupils achieved significantly higher than national data. RWM SATs data for our SEN pupils is 63% meeting expectations (13% at the higher level) compared with 26% nationally.
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.	Registers show that our disadvantaged pupils are engaging in extra-curricular clubs at lunch times and before/after school. Our school analysis showed that 94% of all pupils are involved in a school activity. Our disadvantaged pupils are regularly supported to attend clubs and activities and participation is monitored to ensure all FSM children are engaged in activities. In 2025-2026, 94% of PP children took part in a regular extra curricula activity.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance in 2025/2026 measured through attendance data, EWO involvement and improved punctuality.	Attendance for disadvantaged pupils is good with whole school attendance for 2025-2026 at 95.2%, compared with national attendance of 94.7%. Brookland disadvantaged pupils' attendance was 94.2%, compared with 89.1% for FSM national attendance. We are continuing to prioritise high attendance for our disadvantaged pupils.

27 pupils took part in before and after school tuition over 20 weeks led by yr6 teachers (a combined 1620 hours of tuition). TA led interventions such as rapid maths, comprehension reading groups, maths fluency groups and writing support were bespoke to the needs of the cohort. Our 3-day Easter School SATs revision led by the Yr6 teachers was attended by 29 pupils.

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

In 2026/2027, we will continue to prioritise oracy and communication skills across the school as well as increase cultural experiences for our disadvantaged pupils. Maths fluency in all year groups will continue to be a priority for the whole school. Our whole school project on trauma informed practice will build upon our current strategies and will further benefit vulnerable pupils as the project develops. Specific, targeted interventions will continue to 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. A focus on strategies to improve attendance for some of our families will be ongoing this year.