

Pupil premium strategy statement – Brackenwood Junior School 2024-2027

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	42
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	31.12.2024
Date on which it will be reviewed	31.12.2027
Statement authorised by	Rachel Fry
Pupil premium lead	Clare Balmer
Governor / Trustee lead	David Stanley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85760
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£5981.25
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£91741.25

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium Strategy is a comprehensive plan aimed at improving educational outcomes for disadvantaged pupils. We are committed to ensuring that every child, regardless of their background or financial circumstances, has the opportunity to achieve their full potential. This strategy outlines our goals, the methods we will use to achieve them, and the metrics by which we will measure success.

Pupil Premium pupils may encounter greater barriers than other pupils; pupils in receipt of Pupil Premium in England achieve lower than their peers. The Pupil Premium funding is spent on a variety of resources, which help identify and remove barriers to learning limiting pupils' progress. The key barriers of low attendance, limited aspiration, and opportunity for enrichment are all focus areas to enhance pupil engagement and end a situation where disadvantaged pupils do not achieve in line with their peers.

Objectives

Narrowing the Attainment Gap: Reduce the educational attainment gap between disadvantaged pupils and their peers.

Enhancing Educational Engagement: Improve engagement and participation in school activities among disadvantaged pupils.

Supporting Holistic Development: Provide support that addresses both academic and non-academic needs to promote overall well-being and personal development.

Raising Aspirations: Encourage higher aspirations and ambitions among disadvantaged students to pursue further education and career opportunities.

Key Barriers and Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. The barriers faced by Pupil Premium pupils at Brackenwood Junior School are outlined below into the following categories:

Challenge number	Detail of challenge
1 - Academic	Overcoming academic challenges and gaps in knowledge. Being a Junior School has a significant impact on the schools ability to close the gap in the early years of education for our children. Schools are unable to facilitate targeted support for children when they are in the Early Years and foundation stage as they are in a completely different school. Barriers and additional needs may not have been identified and supported in the Infant School which makes it very difficult to have correct provision in place from the day the pupils start at the Junior School. Not having the opportunity as a different school to put provision in place earlier than Year 3 means that the gap in attainment can widen prior to the children attending our setting.
2 – Parental Engagement	Children miss opportunities due to parental engagement with school. Parents do not access Arbor-mail for key school information and sign-up their child for trips. Parents are unable to complete paperwork, especially

	SEND paperwork. Access to technology at home means that communication can be missed or they have difficulty filling out forms on phones. Limited information on Early Help to families and sign-posting. Parents do not know external agencies or help available if their child is struggling.
3 - Behaviour	Behaviour is a barrier for Pupil Premium children because it directly impacts their ability to engage effectively in the learning process. Disadvantaged pupils often face external pressures and challenges, such as unstable home environments, financial stress, or lack of access to basic needs, which can manifest in the classroom as disruptive behaviour, lack of concentration, or resistance to authority. These behavioural issues not only hinder their own academic progress but also affect the learning environment for their peers. Addressing these behavioural barriers is crucial because consistent, positive behaviour is foundational to creating a productive and supportive educational setting where all pupils, including those from disadvantaged backgrounds, can thrive and succeed.
4 – Low Aspirations	Low aspirations are a barrier for pupil premium children as they often limit their academic and personal growth potential. When pupils do not believe in their ability to succeed or do not see the value in striving for higher achievements, they are less likely to engage fully with their education, participate in enrichment activities, or seek out challenging opportunities. This mind-set can be reinforced by socio-economic challenges, lack of role models, and a school environment that may inadvertently set lower expectations for these pupils. Consequently, the cycle of low expectations and limited achievements continues, making it harder for pupil premium children to break out of the constraints imposed by their socio-economic status, ultimately affecting their future educational and career prospects.
5 – Poor mental health	Poor mental health is a significant barrier for pupil premium children as it profoundly impacts their ability to learn, engage, and thrive in an educational environment. Children experiencing mental health issues such as anxiety, depression, or trauma may struggle with concentration, memory, and motivation, leading to lower academic performance and disengagement from school activities. Additionally, poor mental health can affect their social interactions, resulting in feelings of isolation and difficulty in forming supportive peer relationships. This can exacerbate feelings of inadequacy and low self-esteem, further hindering their academic progress and overall well-being. Without adequate mental health support, pupil premium children face compounded challenges that make it difficult to overcome the educational disadvantages associated with their socio-economic status.

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
Improve reading, writing and Maths data for pupils who are disadvantaged	<p>Closely monitor the progress of disadvantaged pupils across the curriculum and discuss in pupil progress meetings about learning gaps.</p> <p>Ensure disadvantaged pupils receive additional interventions if they are not on track to meet their expected level of progress.</p>

	<p>Create a provision map for all disadvantaged pupils and ensure stated provision is implemented (both for individuals and groups of pupils).</p> <p>Monitor provision for disadvantaged pupils to ensure it is having desired impact.</p> <p>Organise a reading therapy pet to work alongside disadvantaged pupils.</p> <p>Quality first teaching, setting expectations, monitoring performance, adapting teaching and support to suit pupils and sharing best practices.</p> <p>Meeting individual learning needs - Develop support plans for PP children.</p> <p>PCP for PP children - Ensure strengths and hobbies of the pupil is documented. Teacher to encourage pupil talents and interests.</p> <p>Deploy the strongest teachers to teach lower sets of pupils. This will be checked against disadvantaged pupils.</p> <p>Analyse baseline and summative assessments and identify learning gaps. Then, ensure all pupils, who need interventions, are assigned to interventions. Look at these during pupil progress meetings. Send summative assessment analysis to subject leaders.</p> <p>Formative assessment during lessons.</p> <p>Provide disadvantaged pupils with feedback so that they can act on it to move their learning forward (written/verbal).</p> <p>SLT to review interventions termly based upon data and whether the interventions are having the desired impact.</p>
Enhances opportunities for the development of life skills for disadvantaged pupils	<p>Create a provision map for all disadvantaged pupils and ensure stated provision is implemented (both for individuals and groups of pupils).</p> <p>Invite all disadvantaged pupils to clubs and sporting events.</p> <p>Provide opportunities for disadvantaged pupils to enhance their personal development (Hammy Hotel, Breakfast Club, Mini Master Chef).</p> <p>Apply for funding to provide opportunities in school for disadvantaged pupils.</p> <p>Develop personal development Activity Passport for pupils which creates opportunities for them to develop character and social skills.</p>
Improve swimming data for disadvantaged pupils	<p>Analyse swimming data for disadvantaged pupils.</p> <p>Provide support for pupils not on track to reach NC standard by the end of KS2.</p>

<p>Enhance opportunities for the development of extra-curricular skills for the disadvantaged pupils</p>	<p>Create a provision map for all disadvantaged pupils and ensure stated provision is implemented (both for individuals and groups of pupils).</p> <p>Invite all disadvantaged pupils to clubs and sporting events.</p> <p>Enhance community links through trips and visits for disadvantaged pupils.</p> <p>Plan community projects for each year group across school.</p> <p>Identify staff strengths e.g. Singing, Art etc and running clubs based upon staff interests. Target disadvantaged pupils to attend these clubs based upon their own interests. Track attendance of clubs for disadvantaged pupils.</p>
<p>Improve parental engagement for families who are disadvantaged</p>	<p>Track barriers for PP children - EG, attendance, home life, family income, white collar etc.</p> <p>Attendance - Rapid response system for attendance. Staff working with families to address barriers faced in getting pupils to school.</p> <p>Create opportunities for families to access support with technology (workshops, meetings with SENCO, Welcome Afternoon)</p> <p>Continue to interact with parents in person to improve communication and ensure information regarding opportunities for pupils are received by families.</p> <p>Provide resources and support services to support families who need access to counselling and mental health services or assistance with basic needs. e.g Neo Bags given to all PP families. Signpost families to external support such as Koala, food banks and The Hive.</p> <p>Regular communication through other avenues which do not require technology (phone call, postcards home, face-to-face parent consultations, gate duties, curriculum open afternoons, celebration assemblies).</p> <p>Provide translation services/ multilingual materials to ensure information is accessible to families with disabilities or diverse language backgrounds.</p> <p>Actively encourage parental involvement in school activities such as parent helpers on trips, secret readers and PTA.</p> <p>Empower parents through workshops and information events to equip them with the skills and knowledge to support their children's education at home.</p> <p>Implement strategies to alleviate finance burdens. Provide free/ reduced price meals, transportation, school supplies etc. Offer financial aid for extra curricular activities, residential and other school trips.</p>
<p>Provide opportunities to enhance aspirations</p>	<p>Create a provision map for all disadvantaged pupils and ensure stated provision is implemented (both for individuals and groups of pupils).</p>

for disadvantaged pupils	<p>Organise opportunities for disadvantaged pupils to develop their knowledge and understanding of careers.</p> <p>Provide early intervention programs and support services to identify and address barriers to achievement and aspirations from an early age.</p> <p>Organise career talks and guest speaker sessions to expose pupils to a diverse range of role models from various professions and backgrounds.</p> <p>Encourage community members from similar backgrounds to share their success stories and experiences with pupils, inspiring them to pursue their dreams.</p> <p>Foster a growth mindset among pupils, emphasising the importance of effort, resilience, and perseverance in reaching their aspirations.</p> <p>Engage parents and guardians in discussions about their children's aspirations and future goals, and provide them with resources and support to help facilitate their child's aspirations.</p> <p>Offer workshops and informational sessions for parents on topics such as high school preparation, career pathways, and financial planning for higher education.</p> <p>Recognise and celebrate the achievements and successes of pupils from disadvantaged backgrounds, highlighting their accomplishments and contributions to the school community.</p> <p>Showcase success stories and testimonials of pupils who have overcome adversity and achieved their aspirations, inspiring others to do the same.</p>
Ensure behaviour of pupils who are disadvantaged is in line with non-disadvantaged pupils	<p>Promote mental health and well-being for disadvantaged pupils access through community garden</p> <p>Develop personal development Activity Passport Clear learning habits and behaviour strategies consistently used by all adults.</p> <p>Working with families for consistency of the behaviour management policy as well as supporting areas of need - Payment for trips, foodbank, homework, time management.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33,078

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading: Purchase and implement RWI Phonics Intervention	<i>Read Write Inc.</i> Phonics includes systematic synthetic phonics, reading and applying phonics to decodable books, and skills for writing, including handwriting and compositional writing. It is currently being trialled for efficacy by the EEF.	1
Reading: Provide access to Fresh Start for all disadvantaged pupils who are 1, 2 or 3 years behind their non-disadvantaged peers	Fresh Start includes systematic synthetic phonics, reading and applying phonics to decodable books, and skills for writing, including handwriting and compositional writing. Fresh Start issued at Brackenwood and has seen many children on the programme make vastly accelerated progress.	1

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

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading: Purchase and implement RWI Phonics Intervention	<i>Read Write Inc.</i> Phonics includes systematic synthetic phonics, reading and applying phonics to decodable books, and skills for writing, including handwriting and compositional writing. It is currently being trialled for efficacy by the EEF.	1
Reading: Provide access to Fresh Start for all disadvantaged pupils who are 1, 2 or 3 years behind their non-disadvantaged peers	Fresh Start includes systematic synthetic phonics, reading and applying phonics to decodable books, and skills for writing, including handwriting and compositional writing. Fresh Start has been used at Brackenwood since Sept 2022 and has	1

	seen many children on the programme make vastly accelerated progress.	
Reading: Provide 1-1 daily support for disadvantaged pupils who are 1, 2 or 3 years behind their non-disadvantaged peers.	Salford Reading Checks, RWI phonics assessment and fluency checks are used to assess children and identify those who join the school who are not yet fluent readers. Reassessment of pupils using the Salford Reading Checks, RWI phonics assessment and fluency checks consistently shows that those in receipt of 1-1 daily support quickly close this gap.	1
Maths: Provide CPD for 2 x Teachers to deliver Maths Mastering Number intervention for disadvantaged pupils	This intervention is endorsed by NCTEM - National Centre in excellence of teaching Maths - funded by Dfe, and co-ordinates work of the Maths Hub. The programme is designed to increase pupil's fluency and arithmetic skills at a rapid pace in order for pupils to have the skills for Maths reasoning.	2
Maths: Provide extended school day maths interventions for disadvantaged pupils	Evidence carried out by the EEF indicates that, on average, pupils make two additional months progress per year, increasing to three months for disadvantaged pupils, when participating in extended school day provision.	2
Pupil Conferencing: Provide opportunities for teachers and teaching assistants to work with disadvantaged pupils on a 1-1.	Disadvantaged pupils will benefit greatly from this level of support, which will be used to address misconceptions in learning and provide additional help	1 and 2

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

Budgeted cost: £29,663.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistants recruited in order to provide support to pupils 1-1.	This level of TA support is providing much needed stability to a small number of pupils who benefit from this individual level of additional support.	3
Provide individual and whole class sessions from MHST.	The MHST (mental health support team) approach provides pupils with strategies to overcome mental health issues	3

Provide pastoral sessions for pupils who require additional support	Targeted programmes are evidence-informed intervention to support children across a range of areas, including feelings and emotions”, engagement, resilience, hopes and aspirations and relationships. These themes recognise that children learn better and are happier in school if their emotional needs are also addressed.	3
Provide pupils with a range of class-based and intervention resources in order to improve self-regulatory behaviours and executive functioning skills * Provide disadvantaged pupils with activities and interventions to help them improve their working memory capacity	Research (Tom Sherrington and Paul Dix) shows that children who demonstrate good self-regulation increase their chances of academic success. Research also suggests that self-regulation is controlled by executive functioning skills and these can be developed to improve working memory and to counteract the effects of anxiety and stress.	3, 7
Provide a member of staff to monitor the attendance and welfare of pupils and to provide support for pupils and families in order to secure any improvements	Disadvantaged pupils will perform more successfully in school if attendance barriers for pupils and families are removed.	4
* Provide financial support to disadvantaged pupils and their families to enable them to attend residential trips. * Provide financial support to disadvantaged pupils and their families to enable them to participate in extracurricular activities and engage in musical tuition.	This spending is aimed to improve the knowledge and cultural capital of disadvantaged pupils in order to enhance their understanding of the world.	5

Total budgeted cost: £ £91741.25

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

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

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

Externally provided programmes

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

Programme	Provider
Vipers	Literacy Shed
Power Maths	Maths Hub
RWI phonics	Oxford University Press
RWI Fresh Start	Oxford University Press
Mastering Number	NCETM
Developing Experts	Developing Experts
KAPOW	Kapow Primary

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
<p>Provision of dedicated pastoral care to support the emotional well-being of service children.</p> <p>Additional tutoring and academic mentoring for service pupils to address gaps in learning due to relocations.</p> <p>Funding for service children to participate in extracurricular activities, such as sports, music, and arts, to promote social integration and personal development.</p> <p>Programs designed to assist service children in transitioning between schools, including welcome packs, buddy systems, and orientation days.</p> <p>Workshops and resources provided to parents of service children to support their child's education and well-being.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Pastoral Provision and nurture interventions have seen improvement in emotional well-being, increased attendance, or any qualitative feedback from pupils and parents.</p> <p>Academic interventions - Positive progress in academic performance, progress reports, and specific outcomes.</p> <p>Transition Support programs have helped ease transitions, citing specific cases if possible.</p>

Further information (optional)

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