

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bromley Heath Junior School
Number of pupils in school	239
Proportion (%) of pupil premium eligible pupils	4.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Tracy Serle Head teacher
Pupil premium lead	Chloe Maynard SENCO
Governor / Trustee lead	Caroline Jankowska, lead for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9725
Recovery premium funding allocation this academic year	£2000
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	£11,725

Part A: Pupil premium strategy plan

Statement of intent

Bromley Heath Junior School is determined and committed to providing all pupils with the best education possible; helping all to achieve the very best they can. We aim for all pupils, regardless of their background, to make good progress and achieve high attainment across all subject areas. We support our children to overcome any barriers to their learning and develop their social and emotional skills in order for them to participate fully in school life and to prepare them for the future.

The pupil premium grant is used strategically to support targeted pupils to achieve this aim in a number of ways:

- Assuring quality first teaching for all pupils
- High quality professional development for staff
- Targeted support for pupils who require a more personalised curriculum or intervention to access learning
- Offering provision with a more specialised focus on nurture type activities to motivate pupils and raise aspirations to create a positive view of learning
- Ensuring pupils are able to engage with enriching learning opportunities

When planning our pupil premium strategy, we consider evidence from research sources, such as the Education Endowment Fund, as well as our knowledge of the small number of children in our school who are in receipt of funding.

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 through KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This has been further impacted by school lockdowns and disrupted school years as a result of Covid-19.
2	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p> <p>Reading data shows that 66% of disadvantaged children achieved AREs or greater compared to 83% for the whole school.</p> <p>Writing data shows that 55% of disadvantaged children achieved AREs or greater compared to 79% for the whole school.</p> <p>Maths data shows that 67% of disadvantaged children achieved AREs or greater compared to 83% for the whole school.</p>
3	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils and for most, reduced opportunities for social contact with their peers due to Covid-19 have been detrimental to development in these areas. Difficulties in home lives can impact on wellbeing and progress.</p> <p>21 pupils (5 of whom are disadvantaged) currently require additional support with social and emotional needs and receive 1-1 or small group interventions from our family link worker or learning mentor.</p>

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. Pupils will be confident to participate in whole class discussions, using the sentence stems taught. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To develop improved emotional self-regulation and social skills.	<ul style="list-style-type: none">• Reduced incidents of social conflict or escalated behaviours in unstructured times.• Improved outcomes on the wellbeing survey.• Children speak positively about themselves and their relationships with peers.• Children are equipped with strategies for self-regulation.

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: **£14,981.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of the Voice 21 project, including training for all staff.</p> <p>We will purchase resources and fund on-going teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Appointment of reading assistants to support phonics and reading development in small groups or 1-1.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Reading comprehension strategies have also shown to be a crucial element of early reading instruction.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2
<p>Improve the quality of social and emotional (SEL) learning through careful monitoring of interventions and use of key texts to support individuals or groups. This includes purchasing key texts to support staff understanding and individual workbooks for children.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. E.g use of zones of regulation as a whole school approach as well as 1-1 or small group work (provided by family link worker or learning mentor).</p>	<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

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

Budgeted cost: £1754 (Phonics / reading support budgeted in 'Teaching')

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics support.	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	2
Additional maths sessions targeted at disadvantaged pupils who require further support.	The use of structured interventions to provide additional maths support are recommended, with pupil selection guided by assessment and consideration of how intervention links with whole class learning. https://educationendowmentfoundation.org.uk/education-on-evidence/guidance-reports/maths-ks-2-3	2

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

Budgeted cost: £202

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All children to be included in enrichment opportunities regardless of background.</p> <ul style="list-style-type: none"> • Half payment by school of all trips and camps for Pupil Premium. • Children encouraged to participate in clubs. 	Children who are fully included within all aspects of school life are likely to have stronger friendships and improved relationships within the school community.	3
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve release time for our family link worker to build relationships with families, monitor attendance across the school and communicate concerns with families.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2,3

Total budgeted cost: £16,937.50

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 showed that the performance of disadvantaged pupils was lower than in the previous 5 years in the core subjects. As experienced by schools across the country, school closure was most detrimental to our disadvantaged children and they were not able to benefit from the usual provision in place to support both their academic and social, emotional and mental health (SEMH) needs. To mitigate this impact, children were offered places in school; access to devices, including internet dongles; regular phone calls or Teams meetings with key staff (e.g SENCO, FLW, mentor, class teachers) and printed learning packs. Access to these resources remains a priority in the event of further school/ pod closures.

Following extended periods of home learning, observations indicated that pupil behaviour, well-being and mental health were significantly impacted, primarily due to COVID-19-related issues. Many children have lacked confidence in their social and emotional skills particularly to manage anxiety, anger and conflict resolution skills. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required from the FLW and learning mentor. We have already seen reductions in behaviour incidents from several individuals who have benefitted from targeted 1-1 support.

Despite restrictions, wherever enrichment activities / trips have been able to proceed, children have benefitted from subsidised places to enable participation. This included activity days in place of the usual Year 6 camp.

Externally provided programmes

Programme	Provider
Mentoring	Progressive Sports