

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	233
Proportion (%) of pupil premium eligible pupils	3.86%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Tracy Serle Head teacher
Pupil premium lead	Lucy Fletcher SENCO
Governor / Trustee lead	Gemma Tombs, lead for Pupil Premium

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (inc. Homes for Ukraine Education grant)	£22,450
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£24,450

## 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.

Our approach is to respond to common gaps and individual needs informed, through our robust assessment systems. The approaches we have adopted complement each other to help pupils excel. 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 COVID19.
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 67% of disadvantaged children achieved AREs or greater compared to 82% for non-disadvantaged.</p> <p>Writing data shows that 57% of disadvantaged children achieved AREs or greater compared to 75% for non-disadvantaged.</p> <p>Maths data shows that 100% of disadvantaged children achieved AREs or greater compared to 83% for non-disadvantaged.</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>35 pupils (6 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"> <li>• Reduced incidents of social conflict or escalated behaviours in unstructured times.</li> <li>• Improved outcomes on the wellbeing survey.</li> <li>• Children speak positively about themselves and their relationships with peers.</li> <li>• Children are equipped with strategies for self-regulation.</li> </ul>

## 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: **£16,700**

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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></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 and 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><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	3

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

Budgeted cost: £6300 (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, (including Ukraine education funding).	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Additional maths sessions targeted at disadvantaged pupils who require further support (including Ukraine funding)	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. <a href="https://educationendowmentfoundation.org.uk/education-on-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-on-evidence/guidance-reports/maths-ks-2-3</a>	2

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

Budgeted cost: £2300

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"> <li>Half payment by school of all trips and camps for Pupil Premium.</li> <li>Children encouraged to participate in clubs.</li> </ul>	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 <a href="#">Improving School Attendance</a> 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: £25,300**

## 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 2021 to 2022 academic year.

Our internal assessments during 2021-2022 year showed that the performance of disadvantaged pupils was lower in reading and writing. As experienced by schools across the country, the school closure 2020/21 was most detrimental to our disadvantaged children. Since full return to school, observations indicated that pupil behaviour, wellbeing and mental health continue to be significantly impacted. 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 family link worker/Emotional Learning Support Assistant (FLW/ELSA) and learning mentor. We have seen reductions in behaviour incidents from several individuals who have benefitted from targeted 1-1 support.

The school team have had training through the Voice 21 project to develop oracy skills further. As a result, pupil premium children have benefited from opportunities for small group discussion activities that lead to an increased confidence when working with their peer group.

The pupil premium grant has been used for academic support in reading and phonics, through targeted one to one or small group interventions to support children with reading comprehension, targeted phonics interventions (Read Write Inc.).

The pupil premium grant has allowed children to benefit from subsidised places to enable participation in author workshops, whole schools trip to the theatre, year group trips and subsidised places school camp.

### Externally provided programmes

Programme	Provider
Mentoring	Progressive Sports