

Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 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	240
Proportion (%) of pupil premium eligible pupils	2.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 to 2028/29
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Tracy Serle Head teacher
Pupil premium lead	Gemma Morris SENCO
Governor / Trustee lead	Graeme Laycock, lead for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,260.00
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	£10,260.00

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, classroom observations, and pupil discussions indicate that many disadvantaged pupils have underdeveloped oral language skills and limited vocabulary. These gaps are evident across Key Stage 2 and are, on average, more pronounced among disadvantaged pupils than their non-disadvantaged peers. This impacts pupils' ability to access the curriculum, articulate their ideas confidently, and demonstrate understanding across a range of subjects.
2	Assessments and observations indicate that, while a high proportion of disadvantaged pupils have achieved the expected standard (EXS) or greater depth (GDS), this success has been closely linked to the targeted support and interventions in place. Many disadvantaged pupils continue to display underlying knowledge gaps that affect their ability to work independently and sustain progress without additional scaffolding. Reading outcomes show that 83% of disadvantaged pupils achieved age-related expectations (ARE) or greater. Writing outcomes indicate that 66% of disadvantaged pupils achieved ARE or greater. In mathematics, 83% of disadvantaged pupils achieved ARE or greater. Despite these positive outcomes, internal assessments and pupil discussions suggest that disadvantaged pupils often require more structured support to secure long-term retention of knowledge and to develop deeper conceptual understanding across subjects.
3	Observations and discussions with pupils and families have identified social and emotional challenges affecting a number of pupils, with disadvantaged pupils being disproportionately impacted. Factors such as difficulties within home environments and limited access to enriching experiences outside school can affect pupils' wellbeing, confidence, and engagement in learning. Currently, 38 pupils — including 2 disadvantaged pupils — require additional support for social, emotional, and mental health needs. These pupils receive one-to-one or small group interventions delivered by the Family Link Worker, Learning Mentor, or Teaching Assistants to help them develop resilience, self-regulation, and positive relationships with peers and adults.

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
Disadvantaged pupils will demonstrate improved oral language skills and a broader, more secure vocabulary base. This will enable greater confidence in speaking and listening activities, improved comprehension, and stronger outcomes across the curriculum.	Assessments and observations indicate significantly improved oral language and a broader vocabulary base 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 on average over the last 3 years show that more than 57% of disadvantaged pupils met the expected standard. In the next 3 years, we aim for disadvantaged children to perform in line with National figures
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes on average over the last 3 years show that more than 86% of disadvantaged pupils met the expected standard. In the next 3 years, we aim for disadvantaged children to perform at least in line with peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes on average over the last 3 years show that more than 71% of disadvantaged pupils met the expected standard. In the next 3 years, we aim for disadvantaged children to perform at least in line with peers.
To develop improved emotional self-regulation and social skills for disadvantaged pupils.	• Reduced incidents of social conflict or escalated behaviours in unstructured times. • Improved outcomes on the wellbeing survey (OPS 3 yearly comparison) • 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: **£6930.43 (Reading Assistants cost) + £2,148.12 (ELSA support)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of reading assistants to support phonics and reading development in small groups or 1-1. The continuation of Fresh Start Phonics for children needing additional support in Phonics/reading.	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. Phonics Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Continuation of ELSA support including training and ongoing supervision. 1:1 and small group interventions help support and develop children's emotional literacy skills.	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

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

Budgeted cost: **£2,148.12**

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

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

Budgeted cost: £100 + £716.04 + £2807.50= £3623.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children to be included in enrichment opportunities regardless of background. • Half payment by school of all trips and camps for Pupil Premium. • Children encouraged to participate in music lessons.	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
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve release time for our family link worker to build relationships with families, monitor attendance across the school, communicate concerns and check-in regularly with families.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2,3
Learning mentor/Sports Coach to work with children 1:1 or in small groups to support social skill development and emotional regulation.	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

Total budgeted cost: £14,850.21

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 2024 to 2025 academic year.

Our internal assessments during 2024-2025 showed that the performance of disadvantaged pupils in year 3 was in line with or exceeding age-related expectations in reading and maths. In writing, one child didn't reach age-related expectations. In year 4, disadvantaged pupils reached or exceeded age-related expectations in reading, writing and maths. In year 5, disadvantaged pupils reached or exceeded age-related expectations in reading, writing and maths. In year 6, disadvantaged pupils didn't perform as well as non-disadvantaged in reading, writing and maths. The data is skewed by the small number of pupils in this cohort and therefore isn't significant. Many children have lacked confidence in their social and emotional skills particularly to manage anxiety, emotional resilience and conflict resolution skills but this data shows that interventions are beginning to have an impact on disadvantaged pupils' attainment.

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 a positive impact on social skills and emotional regulation through observations of pupils.

The pupil premium grant has been used for academic support in reading, phonics and writing and maths through targeted one to one or small group interventions to support children with reading comprehension, targeted phonics interventions (Read Write Inc and Fresh start.). There have also been one to one and small group interventions for maths for disadvantaged pupils requiring additional support.

The pupil premium grant has allowed children to benefit from subsidised places to enable participation in music lessons, whole schools trip to the theatre, year group trips and subsidised places school camp (this is always offered but not always accepted).

Externally provided programmes

Programme	Provider
Mentoring	Progressive Sports