

# Pupil premium strategy statement (Brimington Junior School)

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
Number of pupils in school	297
Proportion (%) of pupil premium eligible pupils	38.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2024, 2025 and 2026
Statement authorised by	Nick Newberry (Headteacher)
Pupil premium lead	Niki Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £161,880
Recovery premium funding allocation this academic year	£16,000
Pupil premium (and recovery premium) funding carried forward from previous years	£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	£177, 880

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is to ensure that all pupils at BJS (including pupil premium children) will make excellent progress and leave our school as well-rounded, confident and enquiring learners. The focus of our strategy is to support pupil premium children to achieve that goal.

Our aim is also to ensure that our pupil premium children are at least in line with national attainment levels in reading, writing and maths at the end of KS2.

Our strategy also recognises the importance of cultural and social capital for all pupils, especially pupil premium children, and seeks to provide them with a rich and varied range of curricular and non-curricular activities, experiences and learning opportunities.

We recognise that many pupil premium children face challenges and barriers that make achieving these goals difficult. Our strategy is focussed on carefully diagnosing the particular challenges (both academically and non-academically) facing our children and designing strategies (backed by external evidence) to help them overcome those challenges. **The school has identified three drivers which focus our efforts to help our children make excellent progress. They are: families facing difficulties, aspiration and ambition and childrens physical and emotional well-being.**

At the heart of the strategy is high quality teaching with a focus on areas in which pupil premium pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, will benefit the non-disadvantaged pupils in our school.

Carefully designed and monitored interventions and wider strategies aimed at overcoming clearly identified non-academic issues combine with high quality teaching provide a three-tiered approach to using the pupil premium grant.

The approaches we have adopted complement each other to help pupils '**Go Further**' to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is identified;

- adopt a whole school approach in which all staff take responsibility for pupil premium pupils' outcomes and raise expectations of what they can achieve.

The strategy will not stand in isolation to other school plans and initiatives but will form a common goal and drive for whole school improvements which will be owned by all BJS stakeholders.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Driver	Detail of challenge
1	Ambition and Aspiration	<p>Communication (writing and speaking and listening):</p> <ul style="list-style-type: none"> <li>• There are 30 pupil premium children in year 3 and 6.6% of those are currently receiving SALT support.</li> <li>• 46% of the year 3 pupil premium children are working towards in writing and a further 12% are well below the expected level in writing. That means 58% of year 3 children are not meeting the expected level in writing.</li> </ul>
2	Ambition and Aspiration	17 children (as of December 2024) across the year groups have not yet passed their phonics screening test. 11 (64%) of them are pupil premium. This negatively impacts their development as readers and writers.
3	Ambition and Aspiration	Data at the end of the academic year 2024 showed that across the year groups, the average attainment for pupil premium children was: 58.26% in writing; 66.95% in reading and 68.69% in maths. The national attainment for 2023 was: maths 73%; reading 74% and writing 72%. Therefore, writing shows the biggest gap and will form a whole school focus for this year.
4	Ambition and Aspiration	Many of the pupil premium children do not have the same varied and rich experiences as many none pupil premium children.

5	Physical and Emotional Well-being	Barriers to learning data has identified home issues (affecting social and emotional issues, including poor self-esteem) and education (including lack of home learning and lack of engagement with school) as key challenges facing many pupil premium children.
6	Physical and Emotional Well-being	Behaviour: Snapshot of red cards from September to mid-December 2024 showed that 16.36 of those receiving red cards in upper school (year 5 and 6) were pupil premium. In lower school (years 3 and 4) the same period showed 45.8%.
7	Ambition and Aspiration	Gap between pupil premium and whole school attendance for academic year 2024-25 (4 <sup>th</sup> September to 6 <sup>th</sup> December) was 1.92%
8	Families Facing Difficulties	Cost of living crisis means that several families are experiencing difficulties buying enough quality food.

## 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
Children's range and depth of vocabulary will increase, evidenced increasing attainment in reading and writing.	Assessments and observations (teacher's observations, book scrutiny and ongoing formative assessment) indicate improved oral language and writing levels among disadvantaged pupils.
Improved reading attainment among disadvantaged pupils.	By the end of 2024-25 all pupil premium children who were identified as not having passed their phonics screening have passed.  KS2 reading outcomes show that the number of disadvantaged pupils meeting the expected outcomes in reading has increased.

Writing in disadvantaged pupils will be at or above the national expected level for writing.	Writing outcomes for 2025-26 show that writing attainment for pupil premium at the end of KS2 is at least in line with national expectations.
Pupil premium will enjoy the same cultural capital as non-pupil premium children.	Assessments and observations (teachers' observations, book scrutinies, subject audits) indicate that children's cultural capital is enhanced.  Pupil premium children's involvement in extracurricular clubs and activities will mirror or exceed non pupil premium children's involvement.
Pupil premium children identified as needing pastoral support for emotional needs and challenges are confident, successful learners.	Sustained high levels of well-being by 2025-26 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations, nurture questionnaires, a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils and particularly our pupil premium children.	Sustained high attendance by 2025-26 demonstrated by: The overall unauthorised absence rate for all pupils being no more than 1%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.
To achieve and sustain improved behaviour for pupil and non pupil premium children	Levels of behaviour incidents decrease significantly year on year.

## 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

Budgeted cost: £166,945

	Activity	Evidence that supports this approach	Challenge number(s) addressed
1.	<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
2.	<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing 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
3.	<p>Enhancement of our teaching of reading and the reading curriculum.</p> <p>We will fund teaching assistant release time for CPD to embed the elements of a targeted reading fluency intervention and improving reading comprehension.</p> <p>The children now have access to Reading Plus which will improve comprehension, increase vocabulary and develop further engagement with the written word.</p> <p>The school has recently funded age appropriate, high quality texts for both the year 3 library and the main school library -years 4, 5 and 6 pupils.</p>	<p>EEF(Education Endowment Foundation) toolkit:</p> <p>Reading comprehension strategies are high impact on average (6 months).</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> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1733841984">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1733841984</a></p>	1, 2

	Reading Fluency Intervention is being rolled out across all year groups.		
4.	<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Zones of Regulation is now accessed by all pupils across the school.</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="https://www.eef.org.uk/media/1026/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5
5.	<p>Focussing on deliberate vocabulary and skill development via Walkthru strategies as a means to teaching and enhancing vocabulary choices, writing and communication skills.</p>	<p>Teachers are utilising the following Walkthrus:</p> <ul style="list-style-type: none"> <li>*Reading Fluency (explaining and modelling)</li> <li>*Spot The Mistake (marking and feedback)</li> <li>*Make Everyone Think (practice and retrieval)</li> </ul> <p>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:</p> <p><a href="https://www.walkthrus.co.uk">https://www.walkthrus.co.uk</a></p>	1, 3

## Targeted academic support

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills: Reading Plus	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:  <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Additional phonics 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: <a href="https://educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Pupils across all year groups are given targeted and evidence informed interventions that target specific areas of difficulty with regards to reading, writing and maths.	There is a strong body of evidence which shows that targeted interventions can make a significant difference to pupils' learning when delivered regularly.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</a>	3

## Wider strategies

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A range of both evidence-based interventions to support children's wellbeing and social &amp; emotional development: Forest Schools, Lego Therapy, Social Stories, Positive Play, Jigsaw, Anger/Anxiety Gremlin, Bereavement Support.</p> <p>Pupil Premium pupils have been given three Forest Schools sessions within the academic year.</p> <p>Pupils have accessed assemblies - and one to one support when required- supporting the use of the Zones of Regulation, an emotional learning curriculum.</p> <p>All of the above are delivered by an experienced team of trained and effective staff.</p>	<p>EEF</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>4, 5</p>
<p>Encourage pupil premium children involvement in extra-curricular clubs and in school opportunities such as mini leaders.</p> <p>Encourage and build prominent pupil premium children participation in whole school events such as living museums, art exhibitions in which</p>	<p>Nuffield Foundation 2016 research: Those who attended after-school club one day per week had, on average, a 1.7 point higher actual Key Stage 2 score than predicted based on their prior attainment and circumstances, while those who attended after-school club two days per week had on average a three point higher actual total point score than predicted. The research also found poor chil-</p>	<p>4, 5</p>

<p>they have the opportunity to discuss their learning with visitors, staff and peers.</p> <p>Pupil Premium pupils have first refusal for all the after-school clubs on offer throughout the academic year.</p>	<p>dren who attended after-school clubs developed better social, emotional and behavioural skills than those, also from similar social circumstances, who did not.</p> <p><a href="https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf">https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</a></p>	
<p>All pupils are given access to a range of trips extra-curricular activities, sporting events to ensure that all children and families can engage and have experiences to enhance children's cultural capital.</p>	<p>Internal evidence from barriers to learning show Pupil Premium children often do not have the same level of engagement with school and access to experiences and activities to build cultural capital.</p>	5
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>We will build strong relationships and work closely with our families in order to understand and remove barriers to attendance.</p> <p>Our weekly newsletter positively promotes attendance.</p> <p>The Early Help Team actively engages with hard to reach families.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7
<p>Becoming a hub for issuing food vouchers and raising the profile of the Chesterfield Foodbank.</p> <p>We have 30 food hampers available for Pupil Premium families to order, prior to Christmas 2024. Our office staff have actively engaged with the harder to reach families in order to promote take-up of these hampers.</p>	<p>Widely recognised that hunger and malnutrition are key factors affecting children's ability to access their learning.</p>	8

<p>Leading parent workshops/coffee mornings on mental and emotional health for adults and children.</p> <p>These workshops also include SEND information for parents to access.</p>	<p>EEF</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	5
<p>Continuing to manage and maintain the school behaviour policy with staff meeting and inset to ensure staff maintain a consistency of approach.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	6
<p>Whole staff training through INSET and staff meeting time regarding behaviour management and anti-bullying approaches.</p> <p>Targeted interventions and nurture support.</p> <p>Behaviour Play Book document incorporated with the aim of further developing our school ethos and continuing to improve behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Whole school curriculum focus on the Rights of the Child to support children to become global citizens.	The activities This helps protect children from abuse, neglect, and exploitation. The learning and activities taught around this help protect children from abuse, neglect and exploitation as It enables them to identify harmful situations and understand the avenues available for reporting and seeking assistance.	4, 8
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**Total budgeted cost: £177,880**

## 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 2023 to 2024 academic year.

		Reading	Writing	Maths
	<b>National end of key stage 2 EXS and above</b>	74%	72%	73%
	<b>Year 3</b>			
	PP exs and above	66%	42%	74%
	All	69%	55%	69%
	<b>Year 4</b>			
	PP exs and above	62%	52%	67%
	All	74%	63%	81%
	<b>Year 5</b>			
	PP exs and above	57%	63%	60%
	All	62%	69%	68%

<b>Year 6</b>			
PP exs and above	84%	72%	78%
All	89%	83%	88%

Activity	Impact	Actions
Reading Fluency Intervention	The EEF suggests it will improve fluent reading of age appropriate texts and advance comprehension skills.	Teachers will identify pupils who are identified as working below age-related expectations to take part in the intervention.
Walkthrus	Continued initiatives based on Walkthrus CPD have furnished opportunities for teachers to reflect on one of key areas identified on the last Ofsted report which was key knowledge retention. The use of knowledge organisers is a major component for topic planning and they are now streamlined and organised by subject and child-user friendly.	Develop further testing of key knowledge, including how knowledge is retained from one year to another. E.g. ensuring children have a secure chronological knowledge of historical periods. Develop ways of analysing effectiveness of quizzing and knowledge organisers with test results, student interviews.
Academic interventions	The evidence basis for small group intervention remains good (EEF toolkit: Feedback studies tend to show high effects on learning).	Teachers ensure their academic group interventions are clearly driven by outcomes e.g. data points and have clear measurable targets.
Pastoral support	Case study of children involved in nurture in academic year 2023-24 showed academic progress in reading, writing and maths.	Adoption of new system which tracks effectiveness of nurture and academic progress and allows more rigorous analysis of how well nurture impacts on learning.

	Attendance	The attendance of pupil premium children for the academic year was 93.04%. Whole school attendance was 94.92%	Teachers to track attendance and target children whose attendance falls below 90% and follow up with conversations with parents. Incentivise children to prioritise attendance with rewards (dojos, class prizes for cumulative good attendance, weekly rewarding of trophy for top attendance).