

Pupil premium strategy statement – Brookfield Junior School

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 (Dec 2025)	251
Proportion (%) of pupil premium eligible pupils	28.3% (71 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 26
Date this statement was published	January 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Nat South
Pupil premium lead	Louise Freeman/Nat South
Governor / Trustee lead	Stacey Rawdon/Rob Shrimpton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,425
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£112,425

Part A: Pupil premium strategy plan

Statement of intent

The role of family is a key aspect of success in a child's life, recognising that supporting the family unit/working with carers, is a big step in providing a firm base on which the child can continue to develop. We aim to support, as necessary, by identifying areas of development and thus ensuring that every child has as equal a starting point and access to the same opportunities.

At Brookfield Junior School, our vision is to ensure that all children - regardless of their background cultures or challenges – continue their educational journey through KS2 with the best possible provision and access to a full, varied curriculum, having the very best, positive experience of school.

We aim to break down barriers and support children in making good progress throughout their journey with us, irrespective of starting points, recognising that every child has potential across the curriculum and celebrating individual achievements – be they curricular or extra.

We seek to provide all children with a wide range of experiences so that when they leave us, we are confident we have given them the very best start, providing them with skills, knowledge and experiences that enable them to become successful, happy and fulfilled citizens in today's society.

Challenges

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

Challenge number	Detail of challenge
1	Parent engagement is there for emotional support but the dedication to education is not aligned with this.
2	Some pupils have low cultural capital, meaning limited early life experiences.
3	Limited access to basic needs such as food, drink and clothing.
4	Barriers created through historical parental experiences of the education system which can impact on attendance.

5	High level of double-disadvantaged pupils displaying disengagement and low levels of self-esteem.
6	Through assessment, observation and discussions it has been identified that many pupils suffer from recognisable mental health difficulties
7	Reading, Writing and Maths progress is not consistently made as pupils progress through the school.

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
<i>To close the gap on reading and writing.</i>	KS2 progress will continue to show a positive trend at least in-line with national data.
<i>To improve the attainment of children in Maths by the time that they leave KS2</i>	KS2 progress will show a positive trend at least in-line with national data
<i>FSM children will have opportunities to develop cultural capital in-line with their peers.</i>	All children will have the same opportunities within the school setting as all other pupils.
<i>Parent engagement will be supportive of educational development.</i>	Parents will more readily support the school and speak positively and supportively of their child's educational journey.
<i>For disadvantaged pupil attendance to be in line with whole school attendance.</i>	Improvement shown in attendance figures for disadvantaged pupils with the gap closing between disadvantaged pupils and whole school.
<i>For all families to engage in all aspects of school life.</i>	Parent workshops to be well attended by families of disadvantaged pupils and to feel part of the school community through events such as fayres.
<i>To provide robust and good value support to meet emotional and social needs.</i>	The school will provide robust and impactful emotional and social support, which shows good strategic and fiscal consideration.
<i>To establish dedicated spaces within the school for reading support and also mental health support.</i>	There will be a dedicated space to support the mental health of pupils, and also another space for the support of reading.

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: £ 75500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	As identified and varied – EEF Toolkit, Rosenshine, etc.	5, 7
<i>TA training</i>	Based around NPQ available for TAs - DfE	7
<i>'Hidden Curriculum' Investment and training</i>	Professional development supported by specialist leaders in education, with a particular focus on interoception.	5, 6
<i>Securing adequate levels of high-quality support staff</i>	EEF Toolkit	5, 6, 7

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

Budgeted cost: £ 12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support Staff – Reading</i>	Trained support staff, providing additional tailored reading support to FSM children working significantly below age-expected (with particular focus on those that failed phonics screening)	1, 5, 7
<i>Counselling</i>	Spurgeons counsellor to help support mental wellbeing, feeding into academic.	1, 5, 6, 7
<i>Project Salus</i>	Delivery support of the RSE curriculum in contextual lessons	3, 5, 6, 7
<i>Little Wandle</i>	Delivery in LKS2 to support the extended teaching of phonics	1. 5, 7

<i>Pastoral Mentor</i>	Specified check-ins with FSM children, supporting confidence and development/social needs.	1, 5, 7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Wellbeing Ambassadors</i>	Emotional wellbeing support and discipline support training provided to children in Year 5	1, 2, 5, 6
<i>Pupil Leadership Responsibilities</i>	A range of opportunities are available to pupils, allowing them to engage in leadership (e.g. Prefects, Sports Leaders, etc).	2, 5
<i>Behaviour Rewards</i>	A consistent behaviour approach, focussing on reward rather than reprimand. EEF Toolkit and behavioural research.	5, 6
<i>Hidden Curriculum</i>	A consistent approach to supporting children in recognising, understanding and regulating their emotions.	2, 5, 6
<i>Values Support</i>	A consistent approach, focussing on reward and embedding school values across the federation. EEF Toolkit and behavioural research.	5, 6
<i>Barriers Dashboard</i>	Bespoke tracking system for identification of vulnerability (including ACES)	1, 2, 3, 4, 5, 6, 7
<i>Clubs</i>	Evidence of offering extra-curricular activities to boost cultural capital.	2, 5, 6
<i>Workshops</i>	Parental engagement and home support evidence.	1, 3, 4, 5, 6
<i>FLO</i>	Parental engagement and home support evidence.	1, 3, 4, 5, 6

Total budgeted cost: £ 112,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To close the gap on reading and writing. Reading and writing are now more fully aligned and supportive of each other. Data evidences that there was an increase in the attainment of FSM pupils in both reading and writing with both above Kent % for EXS. GD was below the Kent % but significantly stronger than it was in the previous year (2024).

To improve the attainment of children in Maths by the time that they leave KS2. There was a dip in Maths data for the academic year overall, though FSM children still exceeded Kent % for EXS. GD remains below the Kent %.

FSM children will have opportunities to develop cultural capital in-line with their peers. All pupils have had the same level of opportunities, regardless of demographic, and including a wide range of workshops (Thames Water, Finance, County Lines, etc). This is being further developed through looking at initiatives such as 12 Before 12 and the reintroduction of a residential trip.

Parent engagement will be supportive of educational development. Parental engagement has increased with many of our FSM families. This is, in part, due to the success of engagement with workshops and events, and ensuring that there is equity of accessibility to these.

For disadvantaged pupil attendance to be in line with whole school attendance. Whole school attendance sits at 95.1% (December 2025), with disadvantaged at 91.8%. We continue to work with the school attendance officer in support attendance and find that the greatest impact on this data is not in fact complete lack of attending, but late attendance.

For all families to engage in all aspects of school life. Families continue to engage with school life. Parent groups and workshops are well attended, and we are known in amongst professional services for the level of engagement that we achieve. Attendance shows a good sense of equity of accessibility, with parents of child in receipt of FSM in strong attendance. Community events continue to flourish with equal engagement.

To provide robust and good value support to meet emotional and social need. We have endeavoured to continue to provide a robust and good level of service, and have referred a number of families to various social support agencies over the year. A particular focus has been on our young carer group – of whom a large number are FSM. However, difficulties with access to service are barriers to this.

To establish dedicated spaces within the school for reading support and also mental health support. These areas exist throughout the school and are subject to ongoing development, with a flexible approach as required to specific demographics.