



BRENTSIDE PRIMARY ACADEMY

PUPIL PREMIUM STRATEGY 2020/2021

1. SUMMARY INFORMATION					
School	BRENTSIDE PRIMARY ACADEMY				
Academic Year	2020/21	Total PP budget	£168,125	Date of most recent PP Review	20/10/20
Total number of pupils	399	Number of pupils eligible for PP	125	Date for next internal review of this strategy	Termly

Due to Covid-19 the data displayed is from the end of the academic year 2018 – 2019 (unless otherwise stated) as the last published data available.

2.	CURRENT ATTAINMENT							
Assessment Year Group		No. of pupils eligible for PP	Outcomes for pupils eligible for PP (your school)			Outcomes for pupils not eligible for PP (national average)		
A) EYFS		Rec-5 pupils	68%			GLD -72%		
B) YEAR 1 -PHONICS		Y1-6 pupils	100%			82%		
C) KS1-YEAR 2		Y2-15 pupils	Overall			Expected	Exceeding	
% achieving expected standard or above in reading,			70%			65 %	11%	
% making expected in reading (as measured in the school)			70%			75%	25%	
% making expected in writing (as measured in the school)			70%			69%	15%	
% making expected in mathematics (as measured in the			70%			76%	22%	
D) REST OF THE SCHOOL			Reading	Writing	Maths	Reading	Writing	Maths
		Y3-11 pupils	73%	79%	79%	82%	79%	84%
		Y4-15 pupils	72%	66%	66%	77%	75%	72%
		Y5-21 pupils	79%	69%	74%	84%	79%	82%

Assessment Year Group	No. of pupils eligible for PP	BPA Pupils eligible for PP		BPA Pupils not eligible for PP		Pupils not eligible for PP (national average)	
E) END OF KS2 -YEAR 6	Y6-19 pupils	Expected	Exceeding	Expected	Exceeding	Expected	Exceeding
% achieving expected standard or above in Reading, Writing & Mathematics		79%		84%	N/A	65%	11%
% making expected standards in Reading (as measured in		84%	16%	90%	21%	73%	27%
% making expected in standards Writing (as measured in		84%	16%	88%	24%	78%	20%
% making expected in standards GPS (as measured in the		79%	21 %	84%	29%	78%	36%
% making expected in standards Mathematics (as measured		84%	16%	91%	28	79%	27%
Progress in Reading		-0.51		0.5			
progress in Mathematics		1.13		0.9			
Progress in Writing		0.37		1.2			
Pupil premium pupils at BPA achieved good outcomes. All groups of pupils achieved inline or above national expectations in all subjects across all statutory assessments. Internal data shows that pupils in other groups are making good progress and have outcomes that are in line with national expectations.							

3.	BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP)
3.1	In-school Academic Barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>
A)	Learning behaviours linked to emotional wellbeing and mental health. In ability to be mentally ready for learning and school life.
B)	High attainers progress is a barrier to gaining greater depth. PP pupil achieving less greater depth than national.
C)	Lower outcomes in writing skills, sentence level composition and spelling limits quality of writing.
D)	Contextual understanding of phonics limits progress in reading and writing from EYFS to End of KS1.
E)	Speech and langue skills particularly poor expressive language and limited vocabulary and spoken grammar.
3.2	External Barriers (including issues which also require action outside school, such as low attendance rates)
F)	Punctuality and low attendance.
G)	Home reading and lack of knowledge of how to support phonics in early reading. Lack of exposure to quality texts.
H)	Self-esteem and low academic aspirations.
I)	Lack of wider life experiences and opportunities for pupil

4.	INTENDED OUTCOMES	
	Specific outcomes and how they will be measured	Success criteria
A)	<p>Improve learning behaviours and readiness to learn across the whole school with a focus on engaging disadvantaged pupils with low academic resilience. With the continued delivery of Magic Breakfast and curriculum booster sessions, it means there is a readiness to learn for the most vulnerable pupils.</p> <p>This will be measured via the half-termly collation of behaviour data and PP passports. Pupils to have access to the safe area known as the 'Haven' nurture room.</p>	Behaviour data shows improvement. Readiness to learn for the most vulnerable pupils improves and better concentration is developed.
B)	To ensure all high prior attainers reach maximum progress scores.	Reduced progress gap between school and national results. In R, W and M progress for the higher attaining pupils will rise.
C)	To ensure that the structure and composition of sentence works allows for a higher quality writing output for all learners. Gaps will be monitored and addressed in PPMs.	Writing attainment data shows a narrowing gap between disadvantaged and non-disadvantaged pupils in all year groups.
D)	<ul style="list-style-type: none"> • Spelling outcomes improve at the end of KS2. All phonics and spelling lessons are of high quality following consistent pedagogy. Key word list tests in Years 1-6 show termly gains for all. Evidenced will be collated by the English subject lead termly. • Ensure that high-quality interventions are implemented and that these are effectively monitored for impact. 	<ul style="list-style-type: none"> • Accuracy of spelling beyond phonetically plausible attempts improved at KS2 .Increased average score of
E)	<ul style="list-style-type: none"> • EYFS Language & communication data shows significant increases when compared to 2017 data. The journey to reach this success will be measured periodically through PPMs. Pupils accessing S&L support, show improvements, as demonstrated by assessment materials. • Disadvantaged children with under developed language receive targeted intervention to accelerate progress 	<ul style="list-style-type: none"> • Increase in Language and Communication outcomes at EYFS. • S&L assessments show an improvement. • Increase in the confidence of all children in order for them to explain themselves. They are also able to access the curriculum with little support from an adult.
F)	<ul style="list-style-type: none"> • Ensure there is a robust strategy implemented to target persistent late and persistent absent children; working with children, families and external agencies where appropriate. To consider this when specific intervention and support is planned. • Improve attendance and readiness to learn for the most disadvantaged pupils as well as providing the opportunity to take part in a club/activity that they may otherwise not be able to do. Targeting the needs of specific families, providing additional social and emotional support, which is separate from that offered by the school staff. • Targeting the ongoing issue with persistent absences and children being persistently late by providing support to these families to improve their child's personal attendance and punctuality records. 	<ul style="list-style-type: none"> • Attendance and punctuality data for disadvantaged pupils should not exceed that of the non-PP pupils. • Attendance for all pupils above 96%.

G)	<ul style="list-style-type: none"> •To ensure that PP children are supported in their reading at home with more guidance of offer & workshops for parents on how to support their child's phonic & reading 	<ul style="list-style-type: none"> •100% parents of PP pupils will have an opportunity attend reading support workshops, with 80% accessing this.
H)	<ul style="list-style-type: none"> •The self-esteem and aspiration of PP is supported so that they are confident in their learning. Pupils are inspired to set long-term goals and develop resilience when learning new skills. 	<ul style="list-style-type: none"> •Pupils to have access to inspirational professionals to discuss career opportunities and widen their views and experiences
I)	<ul style="list-style-type: none"> •To promote and increase the number of PP pupils having access to school trips, specialist teaching and wellbeing workshops. •Continue to provide enrichment experiences for learning pupils would not usually experience including local trips, visit to the theatre, residential trips and partner working with parents. •Classroom coverage of the curriculum reflects the intent to increase cultural capital. 	<ul style="list-style-type: none"> •Each PP pupils will take part in three school trips / workshops a year, including a workshop to support in the development of PE, MUSIC or ART skills. •Maintained and increased access and participation in wider curriculum opportunities. •With the use of wide range of genres in books children, begin to widen their language and vocabulary across the curriculum.
J)	<p>Work with families to understand the importance of receiving the PP funding when their children start school. Provide them with the opportunities that they can see as to how it will be used effectively to support their children whilst they are at the Brentside Primary Academy.</p>	<p>Work with parents/carers to provide key information to enable them to understand the benefits of children receiving the Pupil Premium funding whilst they are at Brentside Primary Academy. School will in turn use this money to specifically support their children whilst they are</p>

5. PLANNED EXPENDITURE – QUALITY OF TEACHING FOR ALL						
Academic year 2020-21	Allocated funding £168,125					
Area for Action	ACTION/ SUPPORT GIVEN to PP pupils	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation	Cost
A) Learning behaviours linked to emotional wellbeing and mental health.	<ul style="list-style-type: none"> • Access to play/drama therapist for Social skills groups and Lego Therapy for access to the safe area known as the 'Haven' nurture room • Access to breakfast club (subsidise cost) • Magic breakfast • Healthy eating cooking workshops • Mental Health Groups 	<ul style="list-style-type: none"> • Previous analysis demonstrated that whilst therapy was supporting long-term trauma, it was not allowing readiness to learn. The interventions build on supporting social and emotional barriers. • Breakfast club to remain as an effective historic intervention. 	<ul style="list-style-type: none"> • Intervention lead part of SLT. • Assigned PP Lead teacher • Termly reviews of SDP & PP monitoring PPWP look at disadvantaged outcome data on a termly basis. Review of success & identification of next steps. 	HT Senco Assistant heads PP governors (Working party)	Termly in PPMs	£10,360 Play Therapy £5,563 Social Skills £2,457 Lego Therapy £3,500 Mental Health Groups £9,800 Drama Therapy Total £31,680
B) High attainers progress is a barrier to gaining greater depth.	<ul style="list-style-type: none"> • Maths Lead and English Lead to support pupils in Year 2 and 6 to achieve greater depth.- In class support • Booster sessions for greater depth pupils 	<ul style="list-style-type: none"> • Analysis of prior gaps requires particular focus in Yr 5 & 6 in order for pupil catch up. • Analysis of ASP data shows that middle and lower achievers are making progress well above national expectations. Higher PAG groups are not maximising progress. Bespoke intervention, involving parents, to be offered to all pupils targeted to reach the scaled score of 110. • All teachers in KS2 will target set children based on a KS1 outcomes and expected Y6 scaled score target. This will also include end of academic year setting. 	<ul style="list-style-type: none"> • Staff training to explain target setting process, rationale and formula. • Reviewed in PPMS against book looks • Inclusion lead to track the impact of intervention offered to specific pupils which should demonstrate acceleration. • LSA training and PM targets linked directly to school improvement 	HT Assistant head for curriculum Best practice leaders	Termly in PPMs	£1,402 PP Lead £8,538 Booster Groups £8,563 SAT Booster £2,073 Support Teacher Total £20,576

C) Lower outcomes in writing skills, sentence level composition and spelling limits quality of writing.	<ul style="list-style-type: none"> • Writing support and small group sessions. • Particular focus on spelling and GPS skills. • Writing Lead will offer bespoke writing intervention 2 days a week across KS2 	<ul style="list-style-type: none"> • English Lead is a member of the SLT, fully aware of school improvement priorities and has strong subject leadership to support with specific learning needs. 	<ul style="list-style-type: none"> • Regular monitoring of writing through book looks 	English lead - Assistant Head for curriculum	Termly in PPMs	£9,425 TA Writing Support £2,073 Support Teacher £1,402 PP Lead Total £12,900
D) Contextual understanding of phonics limits progress in reading and writing from EYFS to End of KS1.	<ul style="list-style-type: none"> • Staff training on phonics to facilitate smaller groups. Focus phonics groups. • Staff training in phonics. • In-house reading & rugby initiative to be set up 	<ul style="list-style-type: none"> • The Phonics Lead is a Best Practice Lead and fully aware of school improvement priorities. They have strong subject leadership to support with specific learning needs. 	<ul style="list-style-type: none"> • Regular phonics checks completed. • Monitored more regularly by phonics lead. • Training of phonics to be completed 	Phonics Lead	Termly in PPMs	£4,580 Phonics Training £9,000 Reading & Rugby Total £13,580
E) Speech and language skills particularly poor expressive language & limited vocabulary and spoken grammar.	<ul style="list-style-type: none"> • Access to Speech and Language Therapist • Talkboost programme 	<ul style="list-style-type: none"> • Some of the students need targeted support to catch up. • Both access to STL and talk boost programme have been effective in the past. • Make sure that classrooms are SALT friendly. 	<ul style="list-style-type: none"> • Staff training to be completed by SALT / wellbeing team • Regular update and monitoring by SALT and SENCO. 	Wellbeing team	Termly in PPMs	£7,280 Speech & Lang Therapist £1,402 PP Lead Total £8,682
Total Budgeted Cost						£87,418

6. PLANNED EXPENDITURE – TARGETED SUPPORT						
Action for Action	ACTION	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review?	Cost
A) Punctuality and low attendance.	<ul style="list-style-type: none"> •Curriculum booster / Fun time club for poor attendance •Magic Breakfast •Attendance focus group 	<ul style="list-style-type: none"> •The introduction of a new strategy in the past has vastly improved punctuality. However, we did not see the full impact of this due COVID-19; we will continue to implement this during the coming year. The leadership of this area is the responsibility of a SLT member who will meet with families and the EWO weekly. 	<ul style="list-style-type: none"> •Regular monitoring programme in place and regular meetings with EWO. 	AHs	Weekly in SMT	£4,558 Clubs £1,402 PP Lead Total £5,960
B) Home reading and lack of knowledge of how to support phonics in early reading. Lack of exposure to quality texts.	<ul style="list-style-type: none"> • Parents support session for PP families • Education workshops • Parenting workshops/ coffee drop in sessions. • PP book loan service available • Purchase a book for each child to start a home library 	<ul style="list-style-type: none"> • Parents need better understanding of the way in which they can support their children and encourage more reading of quality texts. Children begin to develop enjoy more reading for pleasure. 	<ul style="list-style-type: none"> • English lead to monitor and run a regular training programme for parents. • Monitoring through PP meeting and internal data for reading age tests. 	PP lead Eng lead	Termly in PPMs	£2,804 PP Lead £1,500 Book Loan £2,500 Parent Session £2,250 Parent workshop Total £9,054
C) Self-esteem and low academic aspirations.	<ul style="list-style-type: none"> • Mentoring/ Coaching. • Work 1:1 or in small groups with identified children to support their resilience and understanding of how to learn. • Develop school reading & rugby • Play therapy /Lego therapy. • Termly inspirational speakers 	<ul style="list-style-type: none"> • The aspirations of PP pupils identify those who come from low socioeconomic families with little aspiration for their families. This also is in connection with poor attendance. Pupils and families need to understand the relationships between poor attendance and low aspiration/ poor progress. . 	Regular monitor and pupil voice heard on a regular basis	SENCO Assistant heads	Termly in PPMs	£8,300 1:1 Mentoring £10,176 Teacher % £1,403 PP Lead £2250 Inspirational Speakers Total £22,128
D) Lack of wider life experiences and opportunities for pupils	<ul style="list-style-type: none"> • PP art, music, sports groups during school time. • Access to all extracurricular clubs free of charge • Free of charge trips for PP • Free of charge PP workshops 	PP pupils do not always have the opportunities that other do due to financial disadvantage.	PP learn ensuring that every child takes part in enrichment activities. Monitored through pp passports for each child	SS	Termly in PPMs	£3,120 Lunchtime Leader £5,150 Clubs £9,500 PP Trips £12,500 Workshops £1,403 PP Lead Total £31,675
Total Budgeted Cost						£68,817

7. PLANNED EXPENDITURE OTHER APPROACHES						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review	Cost
A) To continue delivering Magic breakfast to all PP children	<ul style="list-style-type: none"> All pupils have access to a breakfast each morning 	<ul style="list-style-type: none"> PP pupils from low economic households do not always have the means and opportunities to have a breakfast before they come to school. 	Regular monitoring of who is accessing the magic breakfast on a regular basis.	PP Lead	Termly	£0
B) Regular fitness opportunities / implementing the daily mile	<ul style="list-style-type: none"> All pupils have access to regular exercise each day Lunchtime play leader for PP pupils After school sports and active clubs to PP pupil 	<ul style="list-style-type: none"> PP pupils from low economic households do not always have the means and opportunities to take regular exercise. Many live in high rise accommodation with no access to outside play 	Monitored through PP passports for each child Each PP pupil will have access to this through PE focus groups	PE Lead & PP Lead	Termly	£2,804 PP Lead £5,088 Teacher % Total £7,892
C) PP pupils to attend forest school	<ul style="list-style-type: none"> All PP pupils have access to outside play and development 	<ul style="list-style-type: none"> PP pupils from low economic households do not always have the means and opportunities to have access to outside learning. Many live in high rise accommodation with limited access to outside play opportunities. 	Monitored through pp passports for each child	PP Lead.	Termly	£4,000 Forest School Total £4,000
Total Budgeted Cost						£11,892