

Pupil Premium Strategy Statement for Brentside Primary Academy 2021-2024



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Brentside Primary Academy
Number of pupils in school	423
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Caroline Crosdale
Pupil premium lead	Sue Sobti
Governor / Trustee lead	Matt Blom

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,300
Recovery premium funding allocation this academic year	£20,300
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	£213,600

Part A: Pupil Premium Strategy Plan

Statement of Intent

When making decisions about using pupil premium funding, it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF.

We recognise that “Disadvantaged” includes:

- Free School Meals (FSM),
- Pupil Premium Grant (PPG),
- Children in Care (CiC) / Looked After Children (LAC) / Previously Looked After children (PLAC),
- Children with English as an Additional Language (EAL),
- One parent families,
- Those with serious safeguarding concerns,
- Those families “just about managing”, etc.

The common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. We aim for pupils in receipt of pupil premium grant to have the opportunities that all other pupils have by ensuring a bespoke package of support to address individual needs.

Our pupils’ needs drive our strategy and equity for all pupils is at the heart of our strategy. We also understand that this strategy is a process, not an event, and it affects every individual differently. Our intention is that our strategy will also benefit the non-disadvantaged pupils alongside their disadvantaged peers.

Brentside will aim to ensure that pupils will make expected progress in reading, writing and maths, through quality-first teaching. There will be an increase in the opportunities for reinforcement of learning at home. We aim for disadvantaged pupils to access quality interventions led by trained professionals as well as extra-curricular activities to enable children to meet their individual needs.

Every interaction matters. If children feel safe, valued, and liked then they are ready to learn. We therefore aim to develop strong relationships across the school (adult to pupil; pupil to pupil and adult to adult). We believe that, together with good pastoral care, inclusive teaching and learning is the best lever for tackling disadvantage. Pastoral support is offered to pupils and parents who are vulnerable. We aim to increase attendance for these pupils. Parents will be supported in their needs, therefore lessening the gap between our disadvantaged pupils and their non-disadvantaged peers by providing them with support to enable them to experience the full learning experience that Brentside has to offer.

How will we do this?

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

We will aim to offer a wide range of extracurricular activities both in and out of school to broaden the ambitions of our disadvantaged children and their families. We aim to work in conjunction with our parents to raise the expectations of our children. In doing this we aim to have a positive impact upon children’s academic ability and their mental health and well-being.

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Free School Meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectations at the end of Year 6, and thus achieve GCSEs in English and Maths.

Achieving these objectives:

The range of provision we will make for this group include and would not be inclusive of:

- Ensuring all teaching is good or better therefore ensuring that the quality of teaching experienced by all children is improved.
- To allocate a 'Catch-up' Teaching Assistant to each year group – providing small group work focused on overcoming gaps in learning
- All our work through pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age-Related Expectations.
- Support payment for activities, educational visits, and residential trips. Ensuring children have first-hand experiences to use in their learning in the classroom.
- 1:1 support
- Access to bespoke packages of behaviour, emotional, and social support.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Brentside values and thus enhance learning.

Challenges

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

Challenge number	Detail of challenge
1	Deprivation in local area means that PP children in school often lack wider experiences and can struggle to engage in the curriculum. Lack of wider life experiences and opportunities for pupils
2	Communication and language skills low upon entry to school. Diversity due to a school population comprising of 25 ethnicities as well as those with additional needs. Low starting points, in particular, though not exclusively, in relation to communication and language skills
3	The attainment gap across Reading, Writing, Maths, and Science
4	Attendance and punctuality of children
5	More frequent behaviour and emotional challenges within a core group of children

Intended Outcomes

This explains the outcomes we are aiming to have achieved **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended Outcome Success criteria

Progress in Reading	Achieve in line or above national average progress scores in KS2 Reading
Progress in Writing	Achieve in line or above national average progress scores in KS2 Writing
Progress in Mathematics	Achieve in line or above national average progress scores in KS2 Maths
Phonics	Achieve in line or above national average expected standard in PSC
Other	Ensure attendance of disadvantaged pupils is above 95%

Intended outcome	Success criteria
<ul style="list-style-type: none"> Communication and language skills to progress rapidly on entry, and pupil progress and attainment to be at least in line with national. Increase ability to access learning independent of additional support, including those with SEN and EAL. 	<ul style="list-style-type: none"> EYFS curriculum targets communication and language supported by Speech and Language experts. Pupils to work in small targeted groups to promote their language acquisition.
<ul style="list-style-type: none"> Close the gap between pupil premium and national outcomes. Pupils' progress and attainment to be at least in line with national. 	<ul style="list-style-type: none"> School outcomes at KS2 at least in line with national and increased for EYFS and KS1. Difference between PP and non PP pupils eradicated. Expectation of achievement made clear to pupils and parents.
<ul style="list-style-type: none"> Attendance figures to be at least in line with national. 	<ul style="list-style-type: none"> Our attendance will be at least 96% in line with the national expected figures.
<ul style="list-style-type: none"> Children will participate in a range of activities, supplementary to the curriculum. This includes regular extra-curricular clubs as well as termly curriculum enrichment to provide a stimulus for learning. Children will have increased ability to access learning independent of additional support. Children will participate in school sports, increased and health and fitness improved. 	<ul style="list-style-type: none"> Enhanced learning opportunities promoted and accessed. Participation in school sports increased and health and fitness improved

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: £74,818

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of the curriculum: Ensuring a good quality of education is provided to all - including the most disadvantaged - through recruitment and retention.</p> <ul style="list-style-type: none"> Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving. Culture of high expectations for all by scaffolding up - and developing metacognitive strategies. Teachers to form strong relationships with pupils and be the best at identifying the needs of the individual pupil. The use of live marking and feedback. 	<p>The EEF Guide to the Pupil Premium - Autumn 2021 https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>“Addressing Educational Disadvantage In Schools and Colleges: The Essex Way” edited by Marc Rowland ISBN 978-1-913622-45-9</p> <p>Feedback; https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Metacognition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1, 2, 3, 4, 5
CPD for English, maths and science ongoing.	<p>Specialist modelling and working alongside staff has a greater impact on pupils progress</p> <p>“Addressing Educational Disadvantage In Schools and Colleges: The Essex Way” edited by Marc Rowland ISBN 978-1-913622-45-9</p>	2, 3
TA CPD for English and Maths ongoing	<p>Training and supporting highly qualified staff deliver targeted support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>‘Maximising the Impact of Teaching Assistants: Guidance for School Leaders and Teachers’ Rob Webster et al ISBN 9780367468347</p>	2, 3

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

Budgeted cost: £38,936

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language therapist employed to work on communication skills with targeted children	<p>Weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception.</p> <p>EEF – oral language interventions consistently show positive impact on learning.</p> <p>High quality small group interventions</p> <p>Specialist therapists will train up staff they work with in the school, therefore upskilling them and increasing their knowledge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>“Addressing Educational Disadvantage In Schools and Colleges: The Essex Way” edited by Marc Rowland ISBN 978-1-913622-45-9</p>	2
Support those pupils who are on the cusp of reaching the next level in the curriculum	<p>Pupils with similar levels of current attainment are grouped together, all pupils are taught by their usual teacher and support staff, and they usually all follow the same curriculum but at different levels of difficulty. Within class grouping through a variety of strategies – collaborative learning or targeted strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2,3
Structured interventions delivered by teaching assistants: Catch up reading, EAL support, Phonics catch up, Precision Teaching, 1:1 Write From The Start, Speed Up, Learning Village (for EAL)	<p>EEF Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	

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

Budgeted cost: £ 99,848

Activity	Evidence that supports this approach	Challenge number(s) addressed
children who are having difficulty accessing learning through behavioural issues	<p>EEF- social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Improve interaction with others and self – management of emotions-impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p>	4, 5
Attendance lead to support families in promoting school attendance	<p>Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships in school and home lives for the whole family.</p> <p>EEF toolkit – Parental engagement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>DfE's Improving School Attendance; https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>'... establish action plans to remove barriers, provide additional support and set targets. This could include: lunchtime arrangements, support with uniform, transport...'</p> <p>Ofsted research (2019) places an emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	4
All pupils to take part in enrichment activities	<p>Pupils do not always have the opportunities that others do due to financial disadvantages.</p> <p>EEF – Extending school time. Enrichment activities without a specific focus on learning can have an impact on attainment. They can be beneficial for their own sake outside of any attainment impacts.</p> <p>EEF – Extending school time. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>'... establish action plans to remove barriers, provide additional support and set targets. This could include: lunchtime arrangements, support with uniform, transport...'</p> <p>Ofsted research (2019) places an emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	1

Subsidised breakfast club and school trips	<p>Supporting the wellbeing of disadvantaged pupils and families ensuring pupils are ready to learn through having breakfast and socialising with their peers – developing life and social skills.</p> <p>‘... establish action plans to remove barriers, provide additional support and set targets. This could include: lunchtime arrangements, support with uniform, transport...’</p> <p>Ofsted research (2019) places an emphasis on improving cultural capital, particularly for disadvantaged pupils</p>	Subsidised breakfast club and school trips
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Total budgeted cost: £ 213,600

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes 2020-2021

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

As evidenced in schools across the country, all subject areas were disrupted during 2020/21 to varying degrees. The school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure.

There were no statutory assessments this year due to the pandemic, and in terms of statutory data that is currently available on the school we must refer back to 2019. However, we have been ensuring that ongoing assessment has taken place throughout the pandemic and during school closures. For the core subjects we have kept to our regular assessment cycle, where possible, of termly NFER or past SATs paper which will inform our teacher judgments. These have helped us to target particularly low attainers, those who have made limited progress, and those who have gaps in their knowledge and learning as a direct result of school closure and non-engagement with remote learning.

PUPIL PREMIUM EXPECTED & EXCEEDING July 21

	Number	Reading %	Writing %	Maths %
Year 1	3	75%	75%	75%
Year 2	9	42%	42%	17%
Year 3	12	58%	33%	50%
Year 4	23	66%	57%	52%
Year 5	17	66%	64%	41%
Year 6	16	73%	67%	62%

Whilst overall and in particular year groups, some data appears lower than previous years, this is to be expected and is in no way different to the rest of the schools nationwide. What is positive is that we have been able to identify the gaps in individuals, groups of pupils, and subject areas that require further support; much of this work has already started.

Improving writing will be a focus for the coming year, some of this can be attributed to the fact that writing is difficult to teach remotely and requires significant support over time to develop. Outcomes in Year 2 (new Y3) and Year 5 (new Y6) will be supported closely next year to ensure that adequate progress and catch up is made.

There are a number of significant challenges in these year groups, 42% of disadvantaged pupils in Year 2 achieved the expected or exceeding level for reading. As stated earlier, they will continue to be monitored as they move into Year 3. Similarly, in writing, less than 50% of this group of pupils reached the expected or exceeding levels. In the Year 5 cohort 41% of disadvantaged pupils achieved the expected or exceeding levels in maths and in Year 2 only 17% achieved this desired level.

Initial observations of the pupils on their return to school indicted that there were a larger number of pupils whose behaviour, wellbeing, and mental health were significantly impacted last year, primarily due to COVID-19 related issues. With this in mind we have already begun to train staff to support pupils in these areas - mental health first aiders, ELSA, pastoral lead, and the continued support of our own Play therapist.

Whilst we continue to offer support to disadvantaged pupils, the predicted expenditure for the year has been adapted to reflect school closure. This includes food parcels and food vouchers for FSM, Play Therapy Zoom calls and in school sessions with those attending, extra support calls and Zoom sessions for individuals who are struggling with motivation, behaviour or learning, the loan of iPads and IT equipment.

The pupil premium strategy plan for this academic year had been considerably affected by the pandemic. However during the time of school closures, there was monitoring of the teaching and learning taking place. Also, CPD for both teachers and support staff continued to be provided remotely. Upon return to school, monitoring evidenced the quality of teaching quality and outcomes across the year have improved, although the impact of the pandemic can clearly be seen. When pupils returned to school they were assessed and targeted pupils were identified for additional support.

Throughout the pandemic, considerable SEMH support was provided by: SENDCo, the pastoral team, class teachers, and teaching assistants. This supported pupils with their readiness to learn when they returned to school. Upon their return, further SEMH progress was made across a wide range of provision (through ELSA sessions, work with the wellbeing team, and a 'return to school' curriculum being implemented across all year groups). We continue to build on these approaches in this current strategy

Attendance was not reportable this year due to COVID.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Catch Up Literacy	Catch Up
Timestables rock stars	Timestables Rockstars
First News	First News Education
Magic Breakfast	Magic Breakfast
Social Thinking	Social Thinking
Everyday Speech	Everydayspeech
Lego therapy	Lego® Based Therapy
The National College CPD	The National College

Service Pupil Premium Funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further Information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This includes:

- A wide range of extra-curricular after-school activities to boost wellbeing, behaviour and attendance. These activities incorporate the above skills and virtues. Disadvantaged pupils are encouraged and supported to participate in these.
- Utilising a DfE grant to train a senior mental health lead. This will develop our understanding of pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Training staff to lead in trauma and wellbeing support. We also have mental health first aiders, ELSA, pastoral lead, and continue to have the support of our own Play therapist.

We triangulate evidence from multiple sources: lesson visits, book scrutiny and conversations with pupils and teachers as well as internal data. We also look at reports, studies, and research papers which drive our action planning and implementation. We have also looked at studies about the impact of the pandemic on disadvantaged pupils.

Initial observations of the pupils on their return to school indicated that there were a larger number of pupils whose behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. With this in mind we have already begun to train staff to support pupils in these areas. There is a system in place to monitor the needs and progress of all pupil premium children across the school and we look at Learning, Attendance, Behaviour and Safeguarding as well as the individual challenges of these pupils.

Whilst we continue to offer support to disadvantaged pupils, the predicted expenditure for the year has been adapted to reflect school closure. This includes food parcels and food vouchers for FSM, Play Therapy Zoom calls and in school sessions with those attending, extra support calls and Zoom sessions for individuals who are struggling with motivation, behaviour or learning, the loan of iPad and IT equipment.

We aim to have a robust evaluation for the duration of our three-year approach and we will adjust our plan over time to secure better outcomes for our pupils.

The parents' survey showed us how important the improvements we have made to engaging more with our parents have been for the whole school community. The fact that staff, including the head teacher, are accessible to parents and children on the school gate prompted plenty of positive comments from parents/guardians when surveyed. Support for families is a high priority; whilst there is so much we can do to support pupils when they are in school, education does not stop there and involving our families makes this an easier task for us.

We will continue to do what we can to support families in terms of their education, economically, socially, and in their wellbeing and mental health. One of the most important factors in this is forming trusting relationships with our families. Once restrictions lift further, we hope to invite more parents in for coffee mornings, workshops, and information sessions, as well as allowing them to see the curriculum in action.