

Pupil premium strategy statement for Brentside Primary Academy 2023-2026

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 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	408
Proportion (%) of pupil premium eligible pupils	29% (118pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Caroline Crosdale (Head teacher)
Pupil premium lead	Sue Sobti
Governor / Trustee lead	Matt Blom

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237,305
Recovery premium funding allocation this academic year	£22,765
Pupil premium funding carried forward from previous years (enter £0 if not applicable) <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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£260,070

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. 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 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 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.

Brentside works closely with all families to ensure any barriers to attendance can be solved with support. Our school welfare officer will work closely with them to ensure any barriers in attendance can be solved with support. Appropriate support will be offered to pupils returning to school after an absence of one or more weeks. Where possible teachers and subject leads will provide additional support to these pupils with regards to the learning that has been missed.

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 conjunctions 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 social 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 Expectation at the end of Year 6 and thus achieve GCSE's 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 Assistants to each Year Group – providing small group work focussed on overcoming gaps in learning.
- All our work through the 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. 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 for **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 above national average progress scores in KS2 Reading (0)
Progress in Writing	Achieve above national average progress scores in KS2 Writing (0)
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths (0)
Phonics	Achieve above national average expected standard in PSC
Other	Ensure attendance of disadvantaged pupils is above 95%

Intended outcome	Success criteria
<p>Communication and language skills to progress rapidly on entry and pupil progress and attainment to be at least in line with national.</p> <p>Increase ability to access learning independent of additional support, including those with SEN and EAL.</p>	<p>EYFS curriculum targets communication and language supported by Speech and language experts.</p> <p>Pupils to work in small targeted groups to promote their language acquisition.</p> <p>Work with pupils to build their confidence, articulacy and learning.</p>
<p>Close the gap between pupil premium and national outcomes.</p> <p>Pupils' progress and attainment to be at least in line with national.</p>	<p>School outcomes at KS2 at least in line with national and increased for EYFS and KS1.</p> <p>Difference between PP and non PP pupils eradicated.</p> <p>Expectation of achievement made clear to pupils and parents.</p>
<p>Attendance figures to be at least in line with national.</p>	<p>Attendance of Pupil Premium children to be at least in line with national. Persistent Absenteeism of Pupil Premium children to be at least in line with national.</p>
<p>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.</p>	<p>Enhanced learning opportunities promoted and accessed.</p> <p>Children will have an increased ability to access learning, independent of additional support.</p> <p>There will be an increase in the participation of pupils in school sports and therefore health and fitness will be improved.</p>
<p>Support provided enables individuals and groups meets their needs so they better manage their behaviour and emotions in order to access learning.</p>	<p>Children will be able to identify their own emotions and use a range of strategies to help deal with them. This in turn will ensure that fewer lessons and learning opportunities are disrupted. The skilled adults working with the pastoral team are also able to work closely with specific pupils and parents.</p>

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: £90,307

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the curriculum: ensuring a good quality of education is provided to all - including the most disadvantaged - through recruitment and retention. 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</p> <p>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

<p>Quality first teaching for all pupils</p>	<p>The EEF's Effective Profesional Development states that '<i>High quality teaching improves pupil outcomes, and effective professional development offers crucial tool to develop teaching quality and enhnce childrn's outcomes in the classroom.</i> By ensuring that all our teachers receive support in their teaching and the right, targeted CPD will help them to deliver high-quality teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>2,3</p>
<p>CPD for all staff on effective use of Oracy within the classroom through explicit teaching and a cross- curricular link</p>	<p>The EEF's Teaching and Learning Toolkit – Evidence for Literacy states that '<i>Language is especially important in the Early Years and it continues to be important to be important through primary and secondary education</i>'. By providing CPD tailored to suit the needs of our staff and pupils in Oracy, we can provide the tools for teachers to provide high-quality teaching in the use of oral skills within the classroom environment and further. This in turn supports school to develop pupils' use of speech to express their thoughts and communicate effectively.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches?utm_source=/education-evidence/early-years-toolkit/early-literacy-approaches&utm_medium=search&utm_campaign=site_search&search_term=Evidence%20for%20Literacy</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21?utm_source=/projects-and-evaluation/projects/voice-21&utm_medium=search&utm_campaign=site_search&search_term=oracy</p>	<p>2</p>

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

Budgeted cost: £54,426

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. High quality small group interventions 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)	EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2,3
Sports coach to provide small group/1:1 motor skills	The UK Coaching's Coaching in Primary Schools Toolkit supports the use of professionally trained sports coaches being used within the primary school to provide support for pupils and staff. https://www.ukcoaching.org/about/about-coaching	1

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

Budgeted cost: £ 115,337

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing team to support targeted children who are having difficulty accessing learning through behavioural issues	EEF- social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Improve interaction with others and self – management of emotions-impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	4, 5
All pupils to take part in enrichment activities	Pupils do not always have the opportunities that others do due to financial disadvantages. 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 attainment impacts. EEF- Extending school time. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time Establish action plans to remove barriers, provide additional support and set targets. This could include: lunchtime arrangements, support with uniform, transport Ofsted research (2019) places an emphasis on improving cultural capital, particularly for disadvantaged pupils.	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>	1
Support staff to provide support with targeted children to ensure they can access whole curriculum	<p>EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_campaign=site_search&search_term</p>	1
Expanded extra-curricular offering/enrichment	<p>Active pupils and improved attitudes to learning and wellbeing</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches?utm_source=/education-evidence/early-years-toolkit/physical-development-approaches&utm_medium=search&utm_campaign=site_search&search_term</p>	1

Total budgeted cost: £260,070

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 2022 to 2023 academic year.

Trips and enrichment activities were not able to take place in early 21/22 due to the continued concern over the coronavirus pandemic and the SLT and governors took the decision to keep everyone safe. These have since been back into place with all year groups attending trips and having visitors into school.

Within school, a lot of work has taken place to ensure the children feel safe and secure in their physical position as well as their mental and emotional health. We re-introduced Zones of Regulation to each class and ensured new staff had training around this. Teachers keep watch over this and find time to discuss with any children who feel they are not in the green zone. Staff who are trained as ELSAs work along with the pastoral team continue to support both parents and pupils. We employ a full-time Welfare Officer, who works closely with our families to help promote a closer link between home and school.

Pupil Premium children along with the SEND group will be discussed first at regular progress review meetings, highlighting the need to ensure that our most vulnerable are being catered for. There will be staff training from leaders, specialists and the local Primary Centre to empower staff in dealing with social and emotional issues and the related behaviours. Training through the Primary Centre will help staff support the emotional needs of the younger members of the school.

All pupils in years 3 and 4 all receive books each month via the Book in a Box scheme, to support their interest in reading.

One of our main priorities has been to tackle the attendance of our pupils following the school closures. Members of senior leadership team meet with parents regularly to discuss the attendance needs of our PP children and how we can help to support them in coming to school. We have regular letters sent out to parents to invite them to meetings to discuss attendance, as well as text reminders and rewards and this has shown an improvement in many families. There are also prizes for attendance awarded at regular times throughout the year.

In the coming year there will be a focus on improving writing. Staff will receive ongoing training in the writing process and how best to support pupils in order for us to see an increase in the writing scores.

PUPIL PREMIUM EXPECTED & EXCEEDING July 23

		Reading	Writing	Maths
	Number	%	%	%
Year 1	10	60	45	52
Year 2	15	58	25	50
Year 3	24	66	49	70
Year 4	18	55	40	35
Year 5	24	88	46	61
Year 6	31	84	74	81

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
X tables rock stars	TT Rockstars
NSBP	National Schools Breakfast Programme
Social thinking	Social thinking
Everydayspeech	Everydayspeech
Lego therapy	Lego® Based Therapy
The National College CPD	The National College
ELSA staff	Ealing Grid for Learning
Oracy	Voice21

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. That 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.
- 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.

Underdeveloped oral language skills and vocabulary gaps. Staff have received training on the priority and use of tier two and three vocabulary. This can be seen in the knowledge organisers that are used throughout the school for history, geography and science. These have helped the teachers to prioritise subject specific language used in lessons. In whole class reading lessons, vocabulary is established, taught and referenced during the lesson. The teachers used a range of strategies to practise the identified vocabulary such as choral and echo reading.

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.

We continue to offer support to disadvantaged pupils, including food parcels and food vouchers where needed along with the support of Play Therapy if needed.

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.

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.