

Pupil premium strategy statement for Brentside Primary Academy 2025-2028

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
School name	Brentside Primary Academy
Number of pupils in school	361
Proportion (%) of pupil premium eligible pupils	33% (121 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 2026/2027 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Caroline Crosdale (Head teacher)
Pupil premium lead	Sue Sobti
Governor / Trustee lead	Imran Virji

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£219,156
Recovery premium funding allocation this academic year	£0
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	£219,156

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all areas of the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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

We recognise that the term “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

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.

Our three-year strategy, aligned to the school development plan, enables us to implement a blend of short, medium and long-term interventions.

Challenges

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

Challenge number	Detail of challenge
1	Deprivation in the local area means that PP children in school often lack wider experiences and can struggle to engage in the curriculum. They can often struggle to engage in the curriculum due to a lack of cultural capital.
2	Communication and language skills are low upon entry to school. Diversity due to a school population of 25 ethnicities as well as those with additional needs. Pupils have low starting points 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
Challenge 1 - pupils participate in a range of activities, supplementary to the curriculum that includes regular extra-curricular clubs as well as enrichment to provide a stimulus for learning.	Enhanced learning opportunities promoted and accessed. An increase in the uptake of extra-curricular clubs. Children will have increased ability to access learning independent of additional support. Participation in school sports increased and health and fitness levels improved. Broaden the range of curriculum experiences such as trips or visitors across all year groups.
Challenge 2 - Communication and language skills progress rapidly on entry reducing barriers to learning. Increased ability to access learning independent of additional support	Oracy is knitted through the core and wider curriculum for all year groups. Those pupils who require additional support with their speech and language, do so from specialist professionals.
Challenge 3 - Improved reading, writing and maths attainment among disadvantaged pupils.	KS2 outcomes in 2026/27 show that the gap between disadvantaged and non-disadvantaged pupils is reduced 'Closing the gap'
Challenge 4 - Close the gap between pupil premium and national attendance rates.	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.

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: £76,669

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. 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 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>	<p>The EEF Guide to the Pupil Premium – September 2025 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>	<p>1, 2, 3, 4, 5</p>
<p>CPD for English, maths and science ongoing</p> <p>Further writing CPD to build on the planning, drafting, revising, editing and publishing process. English lead will also provide further support for the modelling of writing composition strategies and ensuring this is of the highest quality.</p>	<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> <p>https://d2tic4wvo1iusb.cloudfront.net/prodution/eeef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1731160019</p>	<p>2, 3</p>

<p>TA CPD for English and Maths ongoing</p>	<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>	<p>2, 3</p>
<p>Quality first teaching for all pupils</p>	<p>The EEF's Effective Professional Development states that '<i>High quality teaching improves pupil outcomes, and effective professional development offers crucial tool to develop teaching quality and enhance children'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 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</p>	<p>2</p>

	_campaign=site_search&search_term=Evidence%20for%20Literacy 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	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,788

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 a positive impact on learning.</p> <p>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>	2, 3

	<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>	
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> <p>TAs are matched to specific year groups to ensure targeted support is offered to particular individuals.</p> <p>An EAL teacher delivers targeted EAL interventions to those new to English.</p>	2,3

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

Budgeted cost: £ 101,699

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour, emotional resilience and emotion coaching with the aim of developing our school ethos and improving behaviour across school.	<p>EEF- social and emotional learning</p> <p>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
All pupils to take part in enrichment activities	<p>Pupils who do not always have the opportunities that others have due to financial disadvantages. It is our aim to provide all pupil premium children with a space at extra-curricular clubs. A wide range of free clubs are available for pupils to attend regardless of parental income.</p>	1

	<p>Pupil Premium pupils will also make up a percentage of pupil roles in the school, i.e. Communication team, Anti-Bullying Ambassadors et.</p> <p>Financial support for trips and immersive experiences in the school will be available up to 50%. This is to allow all children the opportunity to develop to have high quality outdoor learning opportunities.</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 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>	
<p>Subsidised breakfast club and school trips</p>	<p>Supporting the wellbeing of disadvantaged pupils and families, ensures 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>	<p>1</p>
<p>Support staff to provide support with targeted children to ensure they can access whole curriculum</p>	<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-</p>	<p>1</p>

	strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_campaign=site_searchh&search_term	
Expanded extra-curricular offering/enrichment	Active pupils and improved attitudes to learning and wellbeing 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_searchh&search_term	1
Embedding principles of good practice set out in the DfE's guidance on Working together to improve school attendance - GOV.UK . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Support for families with accessing all elements of education eg: school uniform, visits	committees.parliament.uk/writtenevidence/118069/pdf/ EEF Parental Engagement Guidance Report.pdf	All
Contingency fund for acute issues.	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.	All

Total budgeted cost: £219,156

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity has had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2024-2025), drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that:

- In EYFS GLD outcomes did show a considerable gap between PP and no PP, however these gaps were heavily impacted by high % of PP children with complex SEND needs.
- Phonics data showed a little variation between PP and Non-PP children.
- The KS1 outcomes had no subgroup statistical difference but all outcomes were low.
- The Year 4 MTC showed non-PP outperformed PP with 10.4% vs 33% achieving full marks.

Going forward, the school has invested in an assessment tracking platform, which will provide more specific tracking and data on all children and areas of the curriculum but will also enable us to track PP children and set specific next steps to further close the gap.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that: Based on all the information above, the performance of our disadvantaged pupils met expectations. There is evidence of closing the disadvantage gap both within the school and against national comparisons. We are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above

As a school, we encourage children to attend trips and ensure that we are bringing visitors into school to help bring our curriculum to life. Term reviews of uptake in after school clubs for PP children ensure opportunities are maximised and places for PP children are prioritised where clubs are over-subscribed. Over the past 12 months, we have worked hard to offer a wide range of extra-curricular activities that our children can attend. This is looked at by our AHT and mapped out across the year. Staff are asked to contribute to the after school offering and we take particular care to ensure that our PP children are given first refusal for places in clubs, where possible.

Zones of Regulation are used across the school, which allows children to explore their emotions and begin to name them. Providing children with the tools to recognise when they are struggling with their emotions and helping them to regulate has empowered pupils to identify growing struggles before they become too overwhelming. This has enabled children to feel more comfortable when coming to school as they are able to understand their emotions

Within school, a lot of work continues to ensure that children feel safe and secure in their physical position as well as their mental and emotional health. Zones of Regulation is evident in each class; all staff receive training around this. Teachers keep watch over the zones and their pupils; they will find time to discuss with any children who feel they are not in the green zone. Staff who are trained to support social skills, 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 often be discussed first at regular progress review meetings, highlighting the need to ensure that our most vulnerable are being

catered for. Some staff have received training from leaders, specialists and the local Primary Centre to empower them in dealing with social and emotional issues and the related behaviours. Training through the Primary Centre continues to help staff support the emotional needs of the younger members of the school.

Our subscription to Book in a Box will gradually phase out this year. It will be replaced with an adult led reading intervention with groups from years 3 and 4. The intention being that this data can be tracked against reading assessment and attainment to assess the impact.

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

A senior leader has been meeting 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. The final attendance figures for the academic year 24/25, showed that PP children's attendance was higher than that of non-PP (93.91% to 91.84%). This was a significant shift from the previous academic year (23/24) when non-PP children (93.10%) had a high attendance than PP (91.79%).

Going forward and with the introduction of a new MIS system, we aim to track PP and non-PP attendance data closely and compare our data with Local and national attendance data. The focus on improving writing across the school continues. Staff will receive ongoing training in the writing process and how best to support pupils for us to see an increase in the writing scores.

A sports Coach has been employed to engage pupils in after school clubs. Since then, he has worked hard to develop a wider range of activities that we offer and has discussed the children's likes to ensure we can offer activities within these areas.

Another key area of focus for the school is with regards to PP children accessing and attending extra-curricular clubs. For the forthcoming academic year and going forward we are targeting PP children and offering them places at a wide range of extra-curricular clubs. This data will be recorded and monitored in the coming academic year and gain pupil voice from a range of PP children to provide case studies.

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
Speech and Language Therapist	Interact Speech and Language
X tables rock stars	TT Rockstars
NSBP	National Schools Breakfast Programme
Zones of Regulation	Ealing Local Authority Occupational Therapy Team

The National College CPD	The National College
Play therapy	Individual accredited Play Therapist
Purple Mash	2 Simple
Plan Bee (Science)	Plan Bee Limited
Get Set 4 Education (PE)	Get Set 4 Education
Hounslow Library Service	Hounslow Local Authority
Cpoms Student Safe	CPOMS

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils.
- 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.

Article 2 – All children have rights

Article 3 – ‘Adults must do what is best for me’

Article 24 – ‘Every child has the right to be as healthy as possible’

Article 27 – ‘Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this’

Article 29 – ‘The purpose of education is to develop every child’s personality, talents and physical abilities’