

PUPIL PREMIUM STRATEGY STATEMENT

This is to be read in conjunction with the school's Pupil Premium Policy

This statement details our college's use of pupil premium (and recovery premium for the 2024 to 2025 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.

Summary

| Metric | Data |
|---|--|
| School name | Brookside Primary School |
| Pupils in school | 323 |
| Proportion of disadvantaged pupils | 30.7% |
| Academic year or years covered by this strategy | 2024-2025 |
| Publish date | 01 September 2024 |
| Review date | 31 August 2025 |
| Statement authorised by | Stewart Duguid, Chair of the Academy Board |
| Pupil premium lead | Tishauna McMaster-Isaacs, Headteacher |
| Governor lead | Mujahid Hamid, Chair of Local Advisory Board |

Funding overview

| Metric | Data |
|--|--|
| Pupil premium funding allocation this academic year | £ 1460,520 (based on 99 eligible pupils) |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £165,00.00 |

Part A: Pupil Premium Strategy Plan

Statement of intent

The 'Pupil Premium' is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families who are considered disadvantaged compared to their wealthier peers. Pupil Premium is spent within the context of the overall funding agreement between the Department for Education and Brookside Primary School. Funding is based on children who have been registered for free school meals at any time in the last six years, further reinforcing the importance of making sure all those who qualify are actually registered. Nationally one in four children comes into this category across the entire ability range. A large percentage of our pupils are eligible for Pupil Premium and we passionately believe that this is not a barrier to success, but rather that by improving outcomes for all in our community we benefit the most disadvantaged most of all. Many of the plans we put in place to support Pupil Premium students also support and raise the outcomes of other groups within the school such as those with Special Education Needs, and those identified as EAL. The school's statement of intent can be read in detail in its Pupil Premium Policy - <https://www.brooksideprimarysch.co.uk/attachments/download.asp?file=250&type=pdf>

Challenges

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

| In-school barriers (issues to be addressed at school level, such as poor literacy skills) | |
|--|--|
| A | Low literacy and communication skills: a high number of PP children arrive with low language and communication skills. In Early Years, Attention Hillingdon and PALs are required to support PSED alongside interventions for closing the gap. |
| B | Resilience for learning: a significant number of PP children lack concentration and stamina for learning, which can manifest in low disruption in class. These children require support for reading daily and for completion of their work. |
| C | Low social and emotional skills: we need to put in support for PP children who consistently show poor skills in maintaining friendships and demonstrate unacceptable levels of over reactions to incidents. |
| External barriers (issues which also require action outside school, such as low attendance rates) | |
| D | Attendance: attendance rates of PP children are lower than that of their peers. |
| E | Engagement of parents: attendance at Parent Consultations and/or Booster Classes is low for PP families. Many cannot or do not support their child with their homework. |
| F | Aspiration: some PP lack aspirational goals and disengage with education. |
| Desired Outcomes | |
| A | Close the literacy achievement gap between national all pupils and Brookside Pupil Premium pupils. |
| B | Ensure PP children have ample time, space and resources to complete their work in class. Ensure PP children achieve or exceed their reading age. |
| C | Reduce the number of behaviour incidents of PP children through pastoral support from the teacher and teaching partner. |
| D | Attendance of disadvantaged children to be better than national averages. |
| E | A greater number of parents attend consultation meetings and ensure their child has access to after school and holiday booster and activity programmes. |
| F | Improve children's wider involvement in school life so they can apply their knowledge in real life situations. |

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.

| Aim | Target | Target date |
|-------------------------|---|-------------|
| Progress in Reading | Achieve national average progress scores in KS2 Reading (0) | Sept 25 |
| Progress in Writing | Achieve national average progress scores in KS2 Writing (0) | Sept 25 |
| Progress in Mathematics | Achieve national average progress scores in KS2 Mathematics (0) | Sept 25 |
| Phonics | Achieve national average expected standard in PSC | Sept 25 |
| Other | Improve attendance of disadvantaged pupils to 96% | Sept 25 |

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 priorities for current academic year (CPD, recruitment and retention)

| Measure | Activity | Evidence that supports this approach |
|------------|---|---|
| Priority 1 | <p>Maintain extremely high standards in Phonics.</p> <p>Ensure all relevant staff (including new staff) have received up to date training to deliver the phonics programme effectively.</p> | <p><i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four month's progress. Research suggest that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading. Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.</i></p> <p>EEF Teaching and Learning Toolkit October 2018</p> |
| Priority 2 | <p>Relentless focus on early years impact on learning.</p> <p>Ensure all relevant staff (including new staff) have received up to date training in the new EYFS Framework, and in Early Essence.</p> | <p>The evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families. Once early years provision is in place, improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quality of provision (by providing extra hours in the day), or changing the physical environment of early years settings.</p> <p>EEF Teaching and Learning Toolkit October 2018</p> |
| Priority 3 | <p>Professional development, training and support.</p> <p>Focused CPD to improve quality of teaching and learning from good to outstanding.</p> | <p><i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on the children eligible for Pupil Premium.</i></p> <p>EEF Guide to Pupil Premium.</p> |

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| | Early Career Teacher support through the full delivered programme via Teach West London, and additional mentoring. | |
| Barriers to learning these priorities address: Barrier A- Low literacy and communication skills. Barrier B- Resilience for learning. Barrier D- Attendance. Barrier F- Aspiration | | |
| Projected spending | £ 78,00.00 | |

Targeted academic support for current academic year (tutoring, one to one support, structured intervention)

| Measure | Activity | Evidence that supports this approach |
|-------------------|--|---|
| Priority 1 | 1:1 interventions in literacy, reading, and numeracy for disadvantaged pupils. All classes implement the Zones of Regulations and support the children in improving their personal development skills. | Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Programmes involving Teaching Partners or volunteers can have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average. Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. EEF Teaching and Learning Toolkit October 2018 |

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| Priority 2 | Targeted group intervention for PP Children across Early Years to KS2 for pastoral care. | Pupils have been identified and recommendations made through Rowensbrook Training Centre to conduct group interventions for these pupils to ensure that they are able to manage their feelings and emotions. |
| Barriers to learning these priorities address: : Barriers B & C- There has been an increase in the number of pupils who struggle to control their emotions and require support in regulating since the pandemic. This often leads to additional support in lessons to help pupils to regulate their emotions, and a longer settling time for our children in EYFS. If their emotional needs are addressed, pupils will focus and learn with less disruptions. | | |
| Projected spending | £ 43,000.00 | |

Wider strategies for current academic year (attendance, behaviour and wellbeing)

| Measure | Activity | Evidence that supports this approach |
|-------------------|---|---|
| Priority 1 | <p>PP pupils are equipped with metacognitive strategies which they can utilize to regulate their own feelings and emotions in school and at home.</p> <p>All classes implement the Zones of regulations and support the children in improving their personal development skills. All KS2 pupils have their Happy Confident Me Journals to help them work through age related challenges that they may face</p> | <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. EEF Teaching and Learning Toolkit October 2018.</p> |

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| Priority 2 | <p>PP children to receive extra support for their learning through small group tuition in morning and after school boosters. PP children will receive this extra support in areas of the curriculum where the gaps are identified in baseline assessments in areas of Phonics, Reading, Writing, Mathematics and Science</p> | <p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group, the better. Tuition in groups of twos has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. EEF Teaching and Learning Toolkit October 2018.</p> |
| Priority 3 | <p>Improve attendance and reduce persistent absence for PP pupils. Additional buy in from the Participation Team to support disadvantaged children with poor attendance.</p> | <p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4. The Department for Education (DFE), 2016.</p> |
| Priority 4 | <p>Increase parental engagement. Personalised invitations to PP parents, guardians and carers to workshops and information events, including Stay and Read, Stay and Play, Phonics Workshop and Curriculum Workshops, etc</p> | |
| Barriers to learning these priorities address: | | |
| Projected spending | £44.000.00 | |

Total budgeted cost: £
Review of outcomes in the previous academic year

Pupil premium strategy outcomes - pupil performance overview for last academic year

| Measure | Score |
|---|--|
| Reading- Were pupils able to achieve the expected level or greater in Reading comprehension skills as outlined in the national curriculum objectives for Reading in KS2? | KS1 = 64% (77%) KS2 = 84% (78%) |
| Writing- Were pupils able to achieve the expected level or greater in Writing as outlined in the national curriculum objectives for Writing in KS2? | KS1 = 51% (54%) KS2 = 77% (56%) |
| Maths - Were pupils able to achieve the expected level or greater in Maths arithmetic and Reasoning as outlined in the national curriculum objectives for Mathematics in KS2? | KS1 = 72% (62%) KS2 = 84% (61%) |

Review: last year's aims and outcomes (review of 2023/2024 spend)

| Aim – desired outcome, and chosen action and approach | Outcome |
|--|---|
| Teaching priorities for current academic year (CPD, recruitment and retention) | |
| <p>Maintain extremely high standards in Phonics. Ensure all relevant staff (including new staff) have received up to date training to deliver the phonics programme effectively.</p> | <p>Training for all staff took place over the summer term and are ongoing with Read Write Inc. Based on outcomes, pupils are invited to boosters and interventions each week. All interventions are tracked.</p> |
| <p>Relentless focus on early years impact on learning. Ensure all relevant staff (including new staff) have received up to date training in the new EYFS Framework, and in Early Essence.</p> | <p>All EYFS teachers and teaching partners have received training on the new EYFS Framework, and in Early Essence. Training is also provided for parents on the curriculum expectations across the Early Years.</p> |
| <p>Professional development, training and support.</p> | <p>Training is ongoing for all members of staff.</p> |
| Targeted academic support for current academic year (tutoring, one to one support, structured intervention) | |
| <p>1:1 interventions in literacy, reading, and numeracy for disadvantaged pupils. All classes implement the Zones of Regulations and support children in improving their personal development skills.</p> | <p>All interventions and boosters are tracked to ensure progress over time.</p> |
| <p>Targeted group intervention for PP Children across Early Years to KS2 for pastoral care.</p> | <p>All record of concern is raised in a timely manner and pupils are given a range of support using the Happy Confident Me Journals, Art Therapy and the Zippy Club, with additional support for SEND pupils.</p> |

| Wider strategies for current academic year (attendance, behaviour and wellbeing) | |
|---|--|
| <p>PP pupils are equipped with metacognitive strategies which they can utilise to regulate their own feelings and emotions in school and at home. All classes implement the zones of regulations and support the children in improving their personal development skills. All KS2 pupils have their Happy Confident Me Journals to help them work through age related challenges that they may face.</p> | <p>Pupil wellness and wellbeing is a significant priority of the school. Pupils are well poised to speak about their emotions, and to engage in conversations during PSHE. Pupils are generally well able to regulate themselves, and to use the 6Rs. For example, pupils are able to reflect on their emotions, make right decisions by being rational as well as utilising the Zones of Regulation.</p> |
| <p>PP children to receive extra support for their learning through small group tuition in morning and after school boosters. PP children will receive this extra support in areas of the curriculum where the gaps are identified in baseline assessments in areas of phonics, reading, writing, mathematics and science.</p> | <p>Pupils who have challenges with phonics and speaking English are placed on the Learning Village. Giglets has also been provided for select pupils to use with parents at home. The targeted parents are those who do not speak English. Ongoing targeted support is given to pupils by both teachers and Teaching Partners. Read, Write Inc phonics programme enables us to offer strong support for our Early Reading programme. Phonics is taught throughout the school with the Year 5 and 6 pupils using the Fresh Start programme.</p> |
| <p>Improve attendance and reduce persistent absence for PP pupils. Additional buy in from the Participation Team to support disadvantaged children with poor attendance.</p> | <p>Attendance Certificates are given to pupils with 100% attendance for each term. High visibility of attendance posters around the school and continued communication with parents on the importance of attendance. Due to medical needs</p> |

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| | and mobility within the area, attendance figures continue to fluctuate. |
| Increase parental engagement. Personalised invitations to PP parents, guardians and carers to workshops and information events, including Stay and read, Stay and Play, Phonics workshop and curriculum workshop, etc. | The school has been awarded ‘The Leading Parenting Partnership Award’. More parents are becoming involved in school activities, especially for Sports Day and Stay and Read, Stay and Play, Curriculum workshops, as well as class assemblies where pupils showcase what they have been learning to their parents, guardians and carers. There is still a concerted effort to improve on the level of parental engagement. |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|-------------------------|---|--|
| Teaching | Ensuring enough time is given over to allow for staff professional development. | Protect CPD time every Tuesday from 3:30pm – 4: pm. INSET time to be best used for focused activities. |
| Targeted support | Increased need but insufficient staff available to deliver in class support | The Trust should look at the increased need for pastoral care and targeted interventions and employ persons who are specialist in these areas. |
| Wider strategies | PP pupils and/or their parents, guardians and carers do not engage with the additional provisions | Pupil Voice should be used to ascertain what activities the pupils are interested in. Additional resources such as play equipment are also needed to attract pupils. |

