

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 2025 to 2026 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	319
Proportion of disadvantaged pupils	36.7%
Academic year or years covered by this strategy	2025 - 2026
Publish date	02 September 2025
Review date	31 August 2026
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	£ 177,255 (based on 117 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	£177,255

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/policy-documents>

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 (80%)	Sept 26
Progress in Writing	Achieve national average progress scores in KS2 Writing (80%)	Sept 26

Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (80%)	Sept 26
Phonics	Achieve national average expected standard in PSC 75%	Sept 26
Other	Improve attendance of disadvantaged pupils to 96%	Sept 26

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, close monitoring and tracking of pupil outcomes and small group intervention for disadvantaged and other pupils in need of support.</p>	<p><i>Phonics approaches aim to quickly develop pupils' word recognition and spelling through developing pupils' ability to hear, identify and manipulate phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes and the graphemes (written letters or combinations of letters) that represent them. Good implementation of phonics programmes will also consider pupils wider reading skills and will identify where pupils are struggling with aspects of reading other than decoding that might be targeted through other approaches such as the explicit teaching of reading comprehension strategies.</i></p> <p>EEF Teaching and Learning Toolkit July 2021</p>
Priority 2	<p>Maintain High Quality First Teaching across the curriculum.</p> <p>Ensure quality first teaching is delivered by all teachers through the use of effective strategies to support learning, by consistent monitoring of provision and impact measure.</p>	<p><i>The explicit teaching of cognitive and metacognitive strategies is integral to high quality teaching and learning, and these strategies. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high quality teaching and learning for pupils.</i></p>

		EEF High Quality Teaching May 2021
Priority 3	<p>Ensure all relevant staff (including new staff) have received up to date training.</p> <p>Ongoing training on the new EYFS Framework, Tapestry and continued parenting partnership to improve outcomes and to help settle and regulate the children in EYFS, and across the school.</p>	<p><i>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, interventions which target particular families or outcomes show greater progress. Equally, encouraging parents to read with, and talk with their children alongside considering potential barriers to parental engagement, considering the specific needs of the families, as well as, providing engaging strategies to help to improve the quantity and quality of learning that takes place in the home learning environment.</i></p> <p>EEF Early Years Toolkit February 2023</p>
Priority 4	<p>Professional development, training and support.</p> <p>Focused CPD to improve quality of teaching and learning from good to outstanding. Early Career Teacher support through the full delivered programme via Teach West London, and additional mentoring.</p>	<p><i>Effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. 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>
<p>Barriers to learning these priorities address: Barrier A- Low literacy and communication skills. Barrier B- Resilience for learning. Barrier D- Attendance. Barrier F- Aspiration</p>		
Projected spending	£ 68,900.00	

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

Measure	Activity	Evidence that supports this approach
Priority 1	Ensure the phonics programme is delivered with fidelity and that consistent monitoring of delivery, tracking of the gaps in pupils and small group tutoring for phonics is taking place daily to close these gaps. Strengthen this with interventions in literacy, reading and numeracy for disadvantaged pupils. All classes implement the zones of regulation and support the children to improve their personal development skills. Provide opportunities for the children to read and to listen to others read to them.	<p><i>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.</i></p> <p>EEF Teaching and Learning and Learning Toolkit July 2022</p>
Priority 2	Ensure consistent monitoring of high quality first teaching across the school. Ensure that teachers plan the curriculum using a range of methods to close the gaps in learning, such as Do Now activities at the start of every lesson for retrieval practice. Ensuring that pupils are self aware learners and they also monitor what they know and understand through their own reflection daily, as well as from quality feedback provided by teachers.	<p><i>Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve their learning. Developing pupil's metacognitive knowledge of how they learn – their knowledge of themselves as learners, of strategies, and of tasks – is an effective way of improving pupils outcomes. Teachers should support pupils to plan, monitor and evaluate their learning.</i></p> <p>EEF Guidance Report Metacognition and Self-Regulated Learning April 2018</p>
Priority 3	Targeted group intervention for PP Children across Early Years to KS2 for pastoral care.	<p><i>School utilises the 'Feel it' programme and the Happy Confident Me Journals to work through their emotions and to learn appropriate vocabulary to express themselves. Targeted support is provided through referrals to Rowensbrooks and Hillingdon Mental Health Support Team.</i></p>

Priority 4	Professional development, training and support. Focused CPD to improve quality of teaching and learning from good to outstanding.	<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>
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	£55,000.00	

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 utilise 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>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. The use of the Feel is programme is essential to support the pupils through daily and weekly activities to help regulate their emotions. Pupils make use of their Happy Confident Me Journals which also alerts teachers to any potential challenges.</p>
Priority 2	<p>PP children to receive extra support for their learning through small group tuition in morning and after school boosters.</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</p>

	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.	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.
Priority 3	Improve attendance and reduce persistent absence for PP pupils. Support from the Participation Team to help disadvantaged children with poor attendance.	Attendance Certificates given to pupils with 100% attendance for each term. High visibility of attendance posters around the school, continued communication with parents on the importance of attendance. Due to medical needs of some pupils and high mobility within the area, and parental attitudes towards school attendance, figures continue to fluctuate.
Priority 4	Increase parental engagement. Personalised invitations to PP parents, guardians and carers to workshops and information events.	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/Phonicsworkshops, 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.
Barriers to learning these priorities address: Barrier B - Resilience for learning. Barrier C – Low social and emotional skills. Barrier D – attendance. Barrier E – parental engagement. Barrier F – pupil aspiration		
Projected spending	£53,355.00	

Total budgeted cost: £177,255

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?	KS2 – Expected 70.4% (71.4% all pupils) Higher 25.9% (38.1%)
Writing- Were pupils able to achieve the expected level or greater in Writing as outlined in the national curriculum objectives for Writing in KS2?	KS2 - Expected 70.4% (81% all pupils) GDS 22.2% (38.1%)
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?	KS2 - Expected 66.7% (71% all pupils) Higher 25.9% (33.3%)

Review: last year’s aims and outcomes (review of 2024/2025 spend)

Aim – desired outcome, and chosen action and approach	Outcome
Teaching priorities for current academic year (CPD, recruitment and retention)	
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.	Year 1- Expected 72.7% (69.7%) Year 2- Expected 100%. (86%)

	<p>The data shows that less Year 2s are needing phonics intervention going into Year 3. Year 2s are closing the gap in phonics brought about by increased SEND and EAL needs as well as other developmental needs coming out of Year 1.</p> <p>All staff engaged in Phonics training and development day workshops to ensure that they are providing the best delivery of the Read Write Inc programme across EYFS to Lower KS2, and the Fresh Start Programme for Years 5 and 6. All staff engaged in online training to ensure efficient delivery of the specific intervention group that they teach, and consistent monitoring and tracking is done by the Phonics Lead and SLTs. Pupils are provided with additional support through the use of the Learning Village.</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 Tapestry. Provide staff stability across EYFS to lessen impact on lesson progression and outcome.</p>	<p>ELGs- 65.9%</p> <p>The data shows a decline in the percentage of children achieving their Early Learning Goals. However, our children have made progress considering their individual starting points. With an increase in SEND needs and high mobility of pupils, much focus is placed on ensuring that their developmental needs are being met through targeted interventions. The Headteacher worked alongside the Assistant Headteacher to ensure continued quality first teaching, alongside continued support for parents to support in the development of their child at home, and provide strategies to support against a range of barriers to learning.</p>
<p>Professional development, training and support. Focused CPD to improve quality of teaching and learning from good to outstanding. Early Career Teacher support through the full delivered programme via Teach West London, and additional mentoring.</p>	<p>Focused CPD sessions were designed to equip staff with the skillset to support the increasing SEND and language and communication demands across EYFS. These were impacted by staff turn over within one reception class, impacting on continuity and outcome. Mentorship time and coaching session provided for ECT teachers to ensure that their lesson delivery aligned with the expectations of the school. Provision made for collaboration to strengthen development and introduce new ideas and concepts to support pupils who are disadvantaged and with special needs.</p>
<p>Targeted academic support for current academic year (tutoring, one to one support, structured intervention)</p>	
<p>1:1 interventions in literacy, reading, and numeracy for disadvantaged pupils. All classes implement the Zones of Regulations</p>	<p>Targeted support for pupils across the school with much focus on decoding and reading comprehension. Disciplinary literacy is well embedded across the school to support pupils, especially EAL pupils with building their vocabulary skills. Interventions are ongoing to support pupils with their emotional well-being in school.</p>

<p>and support the children in improving their personal development skills.</p>	<p>The impact of the interventions are consistently monitored to ensure strategies used are effective and to consistently track the progress of PP against the non-pupil premium pupils across the school.</p>
<p>Targeted group intervention for PP Children across Early Years to KS2 for pastoral care.</p>	<p>To ensure pupils are well regulated to learn, targeted intervention is provided through our Zippy Club and support from the Lead Safeguarding Officer to ensure effective pastoral support across the school.</p>
<p>Wider strategies for current academic year (attendance, behaviour and wellbeing)</p>	
<p>PP pupils are equipped with metacognitive strategies which they can utilize 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>All class have a zone of regulations corner. Pupils are able to regulate before going into lessons. They are also provided with Feel it cards that identify their emotions and a list of vocabulary for each year group to learn different words to express themselves. Staff are well equipped with the professional understanding and skills to develop their pupils’ metacognitive knowledge. This is done through use of strategies such as, ‘think aloud’, Do Now activities that connect to prior knowledge, and providing sufficient scaffolding through the use of writing frames for planning, and providing opportunities for pupils to talk through their plans with talk partner or TPs, and independently apply their knowledge and reflect on their output or their understanding at the end of the lesson. All teachers provide appropriate models and engage in effective modelling to ensure that pupils know how to work their way through different concepts.</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>Targeted interventions are data driven and monitored for impact measure. All teachers and SLT track progress and adapt teaching and learning to meet the needs of the pupils within their classes. Fridays are used to close the gaps in numeracy and literacy, with special focus on writing. Intervention is not just provided during soft starts in the morning, focusing on handwriting and spelling, but is embedded within the timetable across different times throughout the day and in some cases after school to support our pupils who travel long distances to school due to relocation by the Local Authority, as well as ensuring that the gaps are closed for children who find it difficult to come to school in the mornings due to social anxiety.</p>
<p>Improve attendance and reduce persistent absence for PP pupils. Additional support from the Participation Team to support disadvantaged children with poor attendance.</p>	<p>Through tracking and monitoring of persistent and severely persistent absence with the Participation Officer, schools are ensuring that support and challenge is provided for all parents of children with poor attendance. The school engages in targeted approaches, such as attendance coffee morning with the Participation Officer to ensure that targeted parents can get the support that they need to improve on attendance across the year groups.</p>

<p>Increase parental engagement. Personalised invitations to PP parents, guardians and carers to workshops and information events.</p>	<p>A range of parental workshop and activities are planned to support parents' knowledge in curriculum expectations and the progress of their children over time. These include, 'Stay and Read', 'Stay and Play', 'Parent curriculum meeting' and SEND Coffee mornings.</p>
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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 – 4:00pm. 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.