

Pupil premium strategy statement

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	36.1%
Academic year/years that our current pupil premium strategy plan covers	2026/2027
Date this statement was published	December 2026
Date on which it will be reviewed	August 2027
Statement authorised by	Stewart Duguid, Chair of the Academy Board
Pupil premium lead	Tishauna McMaster Isaacs, Headteacher
Governor / Trustee lead	Mujid Fadl, Chair of the Local Advisory Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£170,500

Part A: Pupil premium strategy plan

Statement of intent

At Brookside Primary, we know our children very well. Through a well thought out curriculum, inclusive of a wide range of enrichment opportunities, we ensure that our pupils are, 'striving for excellence everyday'. As a school, our intention is that all pupils, irrespective of their starting point, background or current challenges-social or economic, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy, therefore, is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We ensure that an equitable approach underpins our provision at Brookside. To achieve this, we consider the challenges faced by our vulnerable pupils, such as those who are: 'Looked after children', supported by key workers or social services, 'young carers', or those with special needs and English as a Second Language (EAL) learners. The activities that we have outlined in this statement are also intended to support our pupils' needs, regardless of whether they are disadvantaged or not. Data is used to ensure that support is targeted based on needs to ensure that our most vulnerable are given the opportunity to thrive at their own pace. Each milestone is celebrated, as progress looks different for each child.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We pride ourselves in ensuring a solid foundation for each child within our Early Years setting by developing their communication, literacy, numeracy and personal development skills, and build on this through our impactful phonics programme, with strong focus on decoding, word meaning, and vocabulary building, and whole school focus on reading comprehension. Through our disciplinary literacy approach, we inculcate a passion across the curriculum that inspires our learners.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The

approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1. <i>Starting Points</i>	<i>Reception baseline highlights that our pupils start reception significantly below national expectations. Our PP pupils exhibit low literacy and communication skills when they join us in Early Years. Attention Hillingdon and PALs are required to support PSED, alongside interventions for closing the gaps.</i>
2. <i>English as an additional Language</i>	<i>EAL learners account for over 80% of our pupil population. This creates significant challenges with accessing the curriculum, for those who are new to the country with little to no English and understanding the nuances with various expressions in reading comprehension, alongside word meanings, certain figurative languages and idioms used in different types of writing, for those who can read. Limited experiential background with some topics or concepts also pose significant challenges for our EAL learners. Assessments and observations indicate that our learners at different stages of learning English, require targeted support to assist them not only with decoding, but also with vocabulary building, across the curriculum and key-stages.</i>
3. <i>Prior Knowledge</i>	<i>A significant challenge is the limited prior knowledge of some of our disadvantaged pupils. Teachers have observed from discussions and feedback from trips, that our PP pupils require more enrichment opportunities to develop their experiential background, and narrow the cultural capital divide.</i>
4. <i>Home Support</i>	<i>Support for our disadvantaged pupils also extend to their families, and providing programmes to ensure that our pupils not only learn transactional English, but that parents, are supported to assist them with learning from home. With parents with limited English, this becomes challenging, and the school provides more interventions, so both pupils and parents can benefit.</i>
5. <i>Mobility</i>	<i>Our school is quite transient with some pupils suffering from displacement and homelessness. Mobility impacts us significantly</i>

	<i>as we have many pupils join us at different points of their educational journey, with limited prior knowledge and skills, and we have pupils who are more able leaving the school as parents move from the local area.</i>
6. Well-Being	<i>The impact of covid on social skills and the socio-economic impact on families within the local area continues to impact the emotions and well-being of the pupils across the school, especially the current Year 5 and 6 pupils, who were in their foundation years during Covid.</i>
7. Attendance	<i>Our PP attendance for the last academic year was 89.16% in comparison to our school's overall attendance of 92.32%. Displacement across the local authority and outside of the borough of some of our families continue to have an impact on attendance.</i>

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
<i>Improved attainment for the disadvantaged pupils in Year 6.</i>	Our attainment for disadvantaged pupils in Year 6 should be in line with nationals.
Continued excellent outcomes for disadvantaged pupils in Early Years, setting a solid foundation for learning.	Our attainment for disadvantaged pupils to continue to be in line with or exceed national expectations.
Continued excellent outcomes for disadvantaged pupils in Year 1 phonics, providing a strong foundation for early reading.	Our attainment for disadvantaged pupils to continue to be in line with or exceed national expectations.
Continue the excellent outcome of disadvantaged pupils achieving the higher standard across reading, writing and mathematics in comparison to non-disadvantaged.	Closing the gap between our disadvantaged and non-disadvantaged achievement at a higher standard across reading, writing and mathematics.
Closing the gap between disadvantaged pupils and non-disadvantaged pupils achieving the expected standard in reading, writing and mathematics.	Closing the gap between our disadvantaged and non-disadvantaged pupils achieving at the expected standard in reading, writing and mathematics.
Continue the excellent enrichment provision the school offers our disadvantaged pupils to widen their knowledge and understanding of the world around them.	Our disadvantaged pupils continue to make progress in writing and reading comprehension.

Continue our excellent provision to support our EAL learners and parents to ensure that they have secured a solid foundation in reading before transitioning to secondary school.	Our disadvantaged pupils to make progress in line with non-disadvantaged through continued interventions and boosters aimed at closing the gap in prior knowledge in phonics and reading comprehension.
Continued collaboration with the participation officer and parental engagement to support pupil's attendance across the school.	Improved attendance for disadvantaged and non-disadvantaged pupils across the school.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 70,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	1, 2, 3, 4

	EEF Teaching and Learning Toolkit July 2021	
<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> <p>EEF High Quality Teaching May 2021</p>	1, 2, 3, 4
<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>	1
<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>	1,2,3,4

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

Budgeted cost: £ 50,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>	<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>	<p>1,2,3,4</p>
<p>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</p>	<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.</i></p>	<p>1,2,3,4,5</p>

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.	<i>Teachers should support pupils to plan, monitor and evaluate their learning.</i> EEF Guidance Report Metacognition and Self-Regulated Learning April 2018	
Targeted group intervention for PP Children across Early Years to KS2 for pastoral care.	<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>	1,2,3,4,5
Professional development, training and support. Focused CPD to improve quality of teaching and learning from expected to strong.	<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> EEF Guide to Pupil Premium.	1,2,3,5

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

Budgeted cost: £ 50,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP pupils are equipped with metacognitive strategies which they can utilise to regulate their own feelings and emotions in school and at home.	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 can reflect on their emotions, make the right	1,2,3,4,5,6

<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>decisions by being rational as well as utilising the Zones of Regulation. The use of the Feel it 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>	
<p>PP children to receive extra support for their learning through small group tuition in morning and after school boosters.</p> <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.</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 Year 5 and 6 pupils using the Fresh Start programme.</p>	1,2,3,4,5,6
<p>Improve attendance and reduce persistent absence for PP pupils.</p> <p>Support from the Participation Team to help disadvantaged children with poor attendance.</p>	<p>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</p>	7

	attendance, figures continue to fluctuate.	
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/Phonics 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.	2,3,4,5

Total budgeted cost: £ 170,500.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Below is a review of the attainment and progress of pupils over the previous academic year. We used their end of year assessment and outcomes in comparison to nationals where possible, to evidence their achievement.

In EYFS, the gap between our intake of PP is +1.3 in comparison to the LA. Despite this, we use a wide range of interventions to ensure progress over time. 86% PP achieved their good level of development in comparison to 81% non-PP. This demonstrates that the attainment gap has been closed between PP and non-PP.

In Year 1, the gap between PP and non-PP is 6%, with 77% PP achieving their Phonics Screening assessment, in comparison to 83% non-PP. 100% of the PP pupils who did not achieve their phonics screening, had special needs, and 100% of the non-PP who did not achieve their phonics screening had special needs. Of the pupils who did not achieve their phonics, 100% did not achieve a good level of development in EYFS, due to speech and language challenges, impacting on other areas of development. Interventions are ongoing in Year 2 to ensure progress over time considering their different starting points. Our PP support strategy will continue to focus on pupils' literacy and communication skills a high priority.

In KS2, the school experiences the impact of mobility on outcomes as 21% of PP pupils and 31% non-PP joined the school at different points of their educational journey. For the last academic year, there were 19 PP pupils and 26 non-PP.

The KS2 data shows that 63% PP passed at the expected standard for RWM.

64% EAL learners achieved RWM at the expected standard, and 12% achieved the higher standard. Our PP strategy will continue to focus on supporting the literacy and communication skills of our pupils, especially vocabulary building, reading comprehension, and cultural capital and enrichment opportunities to extend their experiential background.

For Reading, the data shows that 47% of the PP pupils passed at a higher standard than 19% non-PP.

In Mathematics, PP pupils continue to perform at a higher standard than non-PP, with 26% of them achieving a higher standard in comparison to 23% non-PP.

The data also shows that 68% of PP passed writing in comparison to 73% non-PP indicating a 5% gap in achievement. However, 21% of the PP pupils who passed writing

achieved this at a higher standard in comparison to 12% non-PP. Focus on vocabulary building, cultural capital continues to be a key focus of our pupil premium strategy.

The data for Spelling, Punctuation and Grammar, indicates that PP pupils continue to perform at a higher standard than non-PP with 42% achieving GDS, in comparison to 38% non-PP.

Interventions done for PP pupils will continue to benefit all pupils, as we aim to ensure that outcomes are strong considering the pupils' starting points, as well as the external challenges faced by our pupils with high SEND and EAL needs, mobility and socio-economic challenges, alongside

Year 4 MTC average score is 20.9, compared to national disadvantaged of 19, and national overall average of 21. This shows that the school's disadvantaged group is performing in line with nationals.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Giglets	ILT Education
Learning Village	Across Cultures
Timetables Rock Star	Maths Circle Limited
Rock Steady Band	Rock Steady Music School