

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

School overview

Detail	Data
School name	Brentfield Primary School
Number of pupils in school	429
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2024-25
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Nicola Harmer
Pupil premium lead	Julie Harvey
Governor / Trustee lead	Ann John

Funding overview

Detail	Amount
Pupil premium funding allocation 2021-22	£184,265
Recovery premium funding allocation 2021-22	£34,320
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	£ 218,585

Part A: Pupil premium strategy plan

Statement of intent

Pupils at Brentfield Primary School will make at least expected progress or better in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement, including through home learning and extra-curricular activities. We intend for our disadvantaged pupils to have access to a wide range of targeted support in school to meet their academic and pastoral needs.

Common barriers to learning for disadvantaged pupils can be less support at home due to parents working many jobs, English as an additional language, socio-economic challenges and inadequate housing. In addition to this, weaker language and communication skills, lack of confidence and lack of opportunities for wider experiences can also contribute to these barriers to learning. There may also be more complex situations which prevent some pupils from flourishing. These challenges are wide and varied and the schools' strategy will take this into account when developing its programme of support for disadvantaged pupils.

In order to close these gaps and address the identified barriers to learning, as a school, we intend to implement a wide range of strategies including:

- Strengthening quality first teaching through CPD and leadership coaching as research has shown that high quality first teaching is the most effective strategy in promoting higher achievement so that catch up is not needed.
- Utilising staff to ensure that there is a planned programme of targeted support in place to close identified gaps in learning.
- Ensuring that the curriculum is rich in communication and oracy skills, allowing pupils to articulate their ideas confidently, thus ensuring that in each lesson, such skills are promoted and, where necessary, additional support is provided to identified pupils.
- Ensuring that parents are aware of the high expectations of their children and what this involves. Staff will provide support with home learning as well as maintain regular contact with families to communicate progress and expectations to them and to support them in achieving this.
- Ensuring that pupils with additional needs (cognitive, speech and language, occupational therapy, social and emotional etc.) are swiftly identified and assessed, with support in place.
- Access to a wide range of enrichment experiences both in and out of school, which will positively impact on pupils' academic achievement and well-being. These vital experiences will help to enhance learning and ensure pupils have high expectations for themselves.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in attainment between disadvantaged and non-disadvantaged pupils had reduced due to strategies that had been implemented but these are likely to have increased again due to school closures for COVID-19 and differences in access and support with home learning during closure.

2	Many pupils come to school with low levels of oracy. This can impact on rates of progress and the number of pupils who attain above age-related expectations in end of Key Stage assessments due to poor vocabulary and difficulties in expressing themselves succinctly, coherently or formally.
3	The percentage of pupil premium pupils achieving greater depth in writing at the end of key stage 2 is below pupils nationally and significantly below outcomes in reading at greater depth.
4	Differences in home learning environments, support and engagement at school and varied experiences for pupils during lockdown could impact on achievement in school and the widening of gaps in learning.
5	Many pupils come into school with complex and undiagnosed additional needs which can hinder progress made.
6	Experiences for some pupils are limited therefore they are missing out on vital opportunities to help enhance learning and ensure they have high expectations for themselves.

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
The gap between Pupil Premium pupil's achievements will decrease therefore allowing overall gap to decrease.	<p>Monitoring of teaching will show an increase in the percentage of good teaching and the consistency of this through the school and within year groups/phases</p> <p>Internal data used to track pupil's achievements and discussed during learning conversations will show that identified pupils are making accelerated progress in order to close the attainment gap.</p>
Pupils are able to express themselves confidently through speech and writing.	<p>An oracy rich curriculum enables pupils to articulate their ideas confidently.</p> <p>Internal data shows identified pupils are making accelerated progress in order to close the attainment gap at the greater depth level.</p> <p>All pupils in key stage 2 will access Bedrock vocabulary twice a week, with increased success in their outcomes.</p>

<p>Increase the percentage of pupil premium pupils achieving greater depth in writing at the end of KS1 and KS2.</p>	<p>The percentage of pupils achieving greater depth in writing will be at least in line with the national equivalent.</p> <p>Data will show that pupils in all year groups are making at least expected progress in writing.</p> <p>Where any pupil's progress in writing falls below expected, appropriate action has been taken. (Evidenced through learning conversations)</p> <p>Impact of targeted writing support will show that pupil attainment has improved and is on track to reach greater depth by the end of the year.</p>
<p>Parents will be aware of the high expectations of their pupils and what this involves. Staff will provide support with home learning as well as maintain regular contact with families to communicate progress and expectations</p>	<p>Pupils in the target group will complete home learning in line with expectations.</p> <p>Parents of pupil premium families who are invited to workshops and meetings will attend them.</p> <p>Family support officer has identified families who she will support. Parents engage with school (attend parent consultations, structured conversations and workshops where appropriate etc.).</p>
<p>Pupil with additional needs are swiftly identified and assessed, with support in place.</p>	<p>Identified pupils with additional needs have therapy plans in place and targeted support is in place for gross motor, fine motor and writing.</p> <p>There is evidence of regular support through intervention records and progress is clear for all pupils in receipt of this.</p> <p>Targeted pupils are supported in concerns relating to social and emotional difficulties through Place 2 Be, Place 2 Talk etc.</p>
<p>Experiences for pupils are limited therefore some pupils are missing out on vital experiences</p>	<p>Pupil premium pupils are able to participate fully in school trips, residential trips and in-</p>

<p>to help enhance learning and ensure they have high expectations for themselves.</p>	<p>school educational workshops and performances.</p> <p>Funding is in place for musical instrumental tuition for identified pupil premium pupils. Pupils are identified as being 'ready' at twice-yearly assessment points.</p> <p>Individual Support Plans are in place as part of West London Zone for 40 pupils. Periodic reviews of these plans show pupils are making at least expected progress against targets set.</p>
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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.

1. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £78450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers to deliver targeted support.</p>	<p>EEF Teaching and Learning Toolkit: Small Group Tuition</p> <p>4 months additional progress over the course of a year when targeted at pupils' specific needs.</p> <p>Small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy.</p>	<p>1, 3</p>
<p>High quality teaching continues with consistent use of personalised strategies for pupil premium pupils.</p>	<p>EEF: High Quality Teaching</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>Sutton Trust: The importance of quality teaching</p> <p>The effect of having an effective teacher as opposed to an average teacher is the same as reducing a class size by 10 students in year 5 and 13 or more students in year 6. The effects of high-quality teaching are especially large for pupils from disadvantaged backgrounds, who gain an extra years' worth of</p>	<p>1, 3</p>

<p>CPD-Writing (External consultant)</p>	<p>learning under very effective teachers compared to poorly performing teachers. (2011)</p> <p>EEF: Effective Professional Development Supporting high quality teaching is pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p>	
<p>CPD – Metacognition</p> <p>Coaching to develop strategies and embed new approaches.</p>	<p>EEF: Teaching and Learning Toolkit-Metacognition and self-regulation</p> <p>EEF reports that using metacognition and self-regulation strategies can produce an additional seven months progress. CPD training in this will help teachers ensure they are modelling and teaching these skills and helping Pupil Premium pupils identify the strategies that support their learning.</p>	<p>1</p>

<p>High quality texts which are vocabulary rich to be introduced.</p> <p>Lessons planned for that involve identification and discussion of good vocabulary examples as well as the use of these</p> <p>CPD for staff on effective use of vocabulary.</p> <p>Love for reading developed through class reading areas, the school library and challenges and focus weeks.</p>	<p>EEF: Teaching and Learning Toolkit-Reading Comprehension</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</p> <p>Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. No particular strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.</p> <p>Using high quality texts with a rich vocabulary helps the pupils see examples of what they can achieve, providing specific chances, tasks and resources to help develop vocabulary range, an understanding of the vocabulary used and how to implement it themselves</p> <p>Lessons that involve the use of visual identification, discussion and use of this vocabulary will allow pupils to access different learning styles and thinking skills helping the pupils develop a bigger range of rich vocabulary.</p>	<p>2</p>
<p>Further CPD on teaching composition strategies.</p> <p>Develop pupils' transcription and sentence construction skills through extensive practice.</p> <ul style="list-style-type: none"> -Bedrock vocabulary -Coaching and modelling by English lead. 	<p>EEF Literacy Guidance</p> <p>EEF research into improving literacy states that writing can be improved by specific teaching of writing composition strategies through modelled and supported practice, with audience and purpose being central to effective writing.</p> <p>A fluent writing style supports composition as pupils' cognitive resources are freed from focusing on handwriting, spelling and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.</p>	<p>1, 2, 3</p>

<p>Develop opportunities for pupils to write for a range of real life purposes: school newspaper, articles on the website, letters to prominent people, etc.</p> <p>Develop links with local secondary schools to expose pupils to higher level writing</p>	<p>Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.</p>	
<p>Fund teacher and TA release time to train staff and introduce Nuffield Early Language Intervention to improve pupil's language and early literacy skills.</p>	<p>EEF EYFS Toolkit indicates that early literacy approaches have a positive effect on early learning outcomes. A combination of approaches is likely to be more effective than a single approach therefore the implementation of NELI alongside other planned approaches it more likely to have a positive effect on outcomes.</p> <p>Robust evaluations found NELI children made on average 3 months of additional progress in language.</p>	<p>1, 2</p>

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

Budgeted cost: £97500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support is in place for identified pupils.</p> <p>HLTAs deployed to release teachers to deliver targeted support to close identified gaps.</p> <p>School led tuition</p> <p>Catch-up Literacy</p>	<p>EEF: Making Best Use of Teaching Assistants Use TAs to deliver high quality one-to one and small group support using structured interventions. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction.</p> <p>EEF: Teaching Assistant Interventions Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p>	<p>1, 2, 3</p>

<p>OT referrals and assessments completed and plans and provision in place and reviewed.</p> <p>Targeted support in place for social and emotional needs: Place2Be, Place2Talk</p>	<p>EEF: Special Educational Needs in Mainstream Schools</p> <p>The intensity of intervention (from universal to targeted to specialist) should increase with need. Interventions should be carefully targeted through identification and assessment of need.</p> <p>High quality teaching should be complimented with carefully selected small-group and one-to-one interventions, which are structured and targeted. SALT and OT plans ensure that this takes place. Teaching assistants should supplement, not replace teaching from the classroom teacher. OT and therapeutic support enhances classroom practice but does not replace it.</p>	5
<p>West London Zone project (2 year project) and supporting targeted pupils socially, emotionally and academically through building relationships and developing skills.</p> <p>-Link worker place to support pupils, parents and teachers</p> <p>-Range of programmes in place, e.g. drama, sports, art, maths and English tutoring, catch-up literacy, EYFS speech and language groups, well-being and emotional support.</p>	<p>West London Zone research shows that 1 in 5 pupils in West London aren't getting the support that they need to thrive. Organisations often work in isolation and are not always able to work with those who could benefit from it the most. Without support, pupils may face challenges in later life including unemployment, social isolation and poor mental and emotional health.</p> <p>West London Zone help pupils to build the relationships and skills they need to thrive socially, emotionally and academically. By targeting these key areas, pupils will become empowered to fulfil their potential.</p>	5, 6

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

Budgeted cost: £43,071

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parents evenings</p> <p>Extra parent/staff discussions as required to discuss home learning and school closure experiences</p>	<p>EEF: Teaching and Learning Toolkit-Parental Engagement</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	4

<p>Home learning clubs</p> <p>Strategies developed to encourage attendance to parental workshops and meetings to help develop skills to support learning at home.</p> <p>Develop lines of communication with parents.</p> <p>Access to appropriate technology in the event of school closures and to support home learning through the loan of laptops and access to stable Wi-Fi connections.</p>	<p>Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</p> <p>It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school.</p> <p>Provide practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.</p>	
<p>Subsidies in place for school trips (including residential), in-school educational workshops experiences and performances.</p> <p>Visitors invited into school to enrich experiences and to promote aspiration for all pupils.</p> <p>Identification of musical, sporting and artistic interest and talent through subsidised provision.</p> <p>A wide range of extra-curricular activities is in place.</p>	<p>EEF: Life Skills and Enrichment</p> <p>Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p>	6
<p>Attendance officer to monitor Pupil premium pupil's attendance and report to Pupil Premium Lead to identify those at risk.</p>	<p>Pupils with attendance 90-95% are often not targeted for attendance, however they are missing lessons that could mean key concepts are not understood so attendance encouraged through rewards. This in turn will help attendance increase</p>	1, 3, 4

Regular meetings with parents of target pupils.	and therefore achievement increase as less education missed	
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Total budgeted cost: £ 219,021

Review 2020-21: Aims and Outcomes

With no external assessment taking place last year, our internal assessments during 2020/21 show that the performance of disadvantaged pupils was lower than in the previous 2 years in reading, writing and maths.

This is despite our disadvantaged pupils being on track during 2018/19 in:

- phonics
- key stage 1 reading and writing at ARE
- key stage 1 reading, writing and maths at GDS
- key stage 2 reading and writing at ARE

The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised.

The reasons for this points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. Devices were loaned to vulnerable pupils to ensure that they were able to continue to access the curriculum during the partial closure of schools. In addition to this, high attendance for our most vulnerable pupils in our on-site provision during periods of partial closure ensured that pupils had access to high-quality face-to-face teaching, lessening the impact on their outcomes.

We know that pupils’ behaviour for learning, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Place 2 Be and Place 2 Talk	Place 2 Be