



School overview

Completed December 2024

Detail	Data
School name	Brentfield Primary School
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	39% (163 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 / 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Nicola Harmer
Pupil premium lead	Preeya Patel
Governor	Ann John

Funding overview

Detail	Amount
Pupil premium funding allocation 2024-25	£ 218,120 as of Oct 24 census
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget	£218,120

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.

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

- Further 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 has reduced due to strategies that have been implemented in KS2 but remain in KS1.

	This needs to be maintained and built upon to ensure that increased mobility does not impact on the gains that have been made.
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 pupils achieving expected and greater depth in reading at the end of key stage 2 is below pupils nationally. Outcomes for pupils in key stage 1 in reading at expected are also lower than national.
4	Differences in home learning environments, support and engagement at school 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 in KS1 will decrease therefore allowing the overall gap to decrease.	Monitoring of teaching will show even greater consistency of good teaching throughout the school and within year groups/phases. Internal data used to track pupil's achievements and discussed during learning conversations will show that identified pupils are making accelerated progress to close the attainment gap.
Pupils can express themselves confidently through speech and writing.	An oracy rich curriculum enables pupils to articulate their ideas confidently. The Opening Worlds Curriculum will ensure that there is a sharp focus on the development of key literacy skills alongside developing knowledge and skills in the humanities curriculum. This will also further develop and enhance our own humanities curriculum and develop pupils' English skills, particularly in reading through increased opportunities to read for meaning, learn new vocabulary and apply what they have read in their writing.

	<p>Internal data shows identified pupils are making accelerated progress to close the attainment gap at the greater depth level.</p>
<p>Increase the percentage of pupil premium pupils achieving the expected level in reading at the end of KS1.</p>	<p>The percentage of pupils achieving expected in reading 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 reading.</p> <p>Where any pupil's progress in reading falls below expected, appropriate action has been taken through targeted support.</p> <p>Impact of targeted reading support will show that pupil attainment has improved and is on track to reach the expected level 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>Electronic devices have been distributed to identified families to enable the pupils to effectively access home learning to consolidate what has been taught in school.</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. West London Zone is fully embedded and is successful in supporting identified pupils in both academic and emotional needs.</p>
Experiences for pupils are limited therefore some pupils are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves.	<p>Pupil premium pupils can participate fully in school trips, residential trips and in-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 and are on track to meet end of year expectations.</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>

Activity in this academic year 2024-2025

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: £78,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching continues with consistent use of personalised strategies for pupil premium pupils.	<p>EEF: High Quality Teaching</p> <p>The best available evidence indicates that great teaching is the most important lever schools must 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'</p>	1, 3

<p>CPD</p> <ol style="list-style-type: none"> 1. Adaptive teaching strategies. 2. Cognitive and Meta Cognitive strategies 3. Self-regulated learning 	<p>worth of learning under very effective teachers compared to poorly performing teachers. (2011)</p> <p>EEF: Effective Professional Development and EEF supporting SEND pupils in mainstream.</p> <p>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>EEF: Meta Cognition and Self-Regulated learning Report.</p> <p>Evidence suggests the use of meta cognition strategies can be worth the equivalent of an additional 7 months progress when used well. The impact of these approached is very high, particularly for disadvantaged pupils.</p>	
<p>Talk Boost</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 Talk Boost alongside other planned approaches it more likely to have a positive effect on outcomes.</p> <p>The evidence shows that the implementation of Talk Boost has a positive impact on language development.</p>	<p>1, 2, 3</p>

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

Budgeted cost: £110.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support is in place for identified pupils to accelerate progress and close gaps in learning</p> <p>HLTA and maths specialist deployed to deliver targeted maths support to close identified gaps.</p>	<p>EEF: Targeted Academic Support</p> <p>Small group and 1:1 interventions are a powerful tool for supporting pupils who require additional support alongside high quality teaching to make good progress.</p>	<p>1, 2, 3</p>

Specialist teacher to deliver targeted support in reading, writing and maths Children's Literacy Charity (CLC)		
Targeted support in place for social and emotional needs: Place2Be, Place2Talk	<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.</p>	1,2,4 & 6
Forest School	<p>Forest School Association: Longitudinal Research Project on Forest Schools</p> <p>The evidence shows a positive impact on children's self-regulation and resilience, academic attainment, social development and social wellbeing.</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>	1,2,4 & 6
<p>All Child to continue to support 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>All Child 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>All Child 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>	1,5 & 6

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent consultations Ensure additional staff are in place to translate for families who are unable to communicate in English to effectively engage in discussions with teachers. Use the opportunity to gather parental voice through annual questionnaire.	EEF: Teaching and Learning Toolkit-Parental Engagement 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. 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.	1, 3, 4 & 5
Coffee Mornings	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.	
Attendance and Punctuality Attendance officer to monitor Pupil premium pupil's attendance and report to Pupil Premium Lead to identify those at risk. Regular meetings with parents of target pupils.	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 and therefore achievement increase as less education missed	
Subsidies in place for school trips (including residential), in-school educational workshops experiences and performances.	EEF: Life Skills and Enrichment 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.	6

<p>Visitors invited into school to enrich experiences and to promote aspiration for all pupils.</p> <p>Identification of musical, talent through subsidised provision – Rock, Steady Music School</p>		
---	--	--

Total budgeted cost included in above costings

Externally provided programmes

Programme	Provider
Place 2 Be and Place 2 Talk	Place 2 Be
All Child	All Child
Instrumental Tuition	Rock Steady Music School

Total Funding: £218,120	Budgeted School Spend: £218,120
--------------------------------	--

Part B: Review of the previous academic year 2024 – 2025

Outcomes for disadvantaged pupils

EYFS

Good Level of Development (GLD): 77% PP compared to 79% non-PP.

Increase of 20% from 2023-24

Year 1

Phonics: 65% PP compared to 69% non-PP

Key Stage 2

Reading: 70% PP compared to 67% non-PP

Writing 80% PP compared to 58% non-PP

Maths: 83% PP compared to 69% non-PP

Attainment for disadvantaged pupils is broadly in line with peers in the EYFS, with the majority reaching a good level of development. This positive profile is maintained in Year 1 where pupils again perform broadly in line with peers in the Phonics Screening Check, indicating secure early reading foundations.

By the end of KS2, disadvantaged pupils significantly outperform their peers in reading, writing and mathematics, demonstrating the sustained impact of high-quality targeted provision.

Personalised strategies are used across all year groups to support individual learning needs. In the EYFS, talk boost is embedded to accelerate early language development and ensure pupils enter KS1 with strong communication skills. In Year 6, a HLTA and maths specialist are strategically deployed to rapidly close gaps in learning. In addition, a specialist teacher from the Children's Literacy Charity delivers targeted support in reading and writing, strengthening core literacy skills and ensuring disadvantaged pupils continue to excel.

Enrichment

Participation in clubs and extracurricular sessions has increased significantly with targeted groups of pupils engaging in a wider range of opportunities that they would not have otherwise accessed. 85% of pupils attending Rock Steady Music Lessons were PPG pupils and 68% of pupils accessing enrichment clubs were PPG pupils. 63% of the pupils who attended the residential visit were PPG pupils. Pupil voice reflects a strong sense of enjoyment and motivation.

“The food we make is so tasty – I can’t wait until cooking club day”.

“Rock steady is so cool – I feel like I’m in an actual band!”

“Photography club is awesome – we make ordinary things look extraordinary”

The enthusiasm has contributed to improved attitudes towards school and learning. Attendance data for these pupils shows a noticeable improvement with several pupils demonstrating higher consistency on days when enrichment activities take place. Pupils also appear more settled and prepared to participate in learning, which is contributing to better overall progress.