



Pupil premium strategy statement 2025/26

School overview

Completed December 2025

| Detail | Data |
|--------------------------------------------------------------------------------------------------------|---------------------------|
| School name | Brentfield Primary School |
| Number of pupils in school | 422 |
| Proportion (%) of pupil premium eligible pupils | 38% (159 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025 / 2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Nicola Harmer |
| Pupil premium lead | Preeya Patel |
| Governor | Ann John |

Funding overview

| Detail | Amount |
|----------------------------------------------------------------------------------------|------------------------|
| Pupil premium funding allocation 2024-25 | £238,700 Oct 25 census |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget | £238,700 |

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:

High Quality Teaching

- 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.
- Ensuring that the curriculum supports the acquisition of foundational knowledge and promotes reading for meaning and pleasure.
- 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.

Targeted Academic Support

- Utilising staff to ensure that there is a planned programme of targeted support in place to close identified gaps in learning.
- Ensuring that disadvantaged pupils are swiftly identified and assessed, with support in place.

Wider Non-academic Support

- Ensuring that parents are aware of the high expectations of their children and what this involves including regular attendance and good punctuality.
- 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 |
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| 1 | <p>Attendance</p> <ul style="list-style-type: none"> The school's Disadvantaged cohort have an overall absence of 6.6%. This is 2.4% higher than the national Non-Disadvantaged cohort at 4.2%. Although attendance for disadvantaged pupils has improved by 0.7%, there still remains a gap. 20.7% of the school's Disadvantaged cohort are persistently absent. Although the gap has decreased by 5.6%, it is still 10.4% higher than the national Non-Disadvantaged cohort. 1.1% of the school's Disadvantaged cohort are severely absent. This is 0.5% higher than the national. |
| 2 | <p>Mobility</p> <ul style="list-style-type: none"> Stability has increased over the last three years. However, mobility still remains high and impacts pupil attainment. Only 62% of our school population is stable and our mobility (38%) is much higher than the national average (11%) with pupils arriving at different points of the year, many of whom have no prior experience of UK schooling and do speak English. Many of our families arrive from countries in the midst of conflict and as a result experience significant trauma. |
| 3 | <p>Parental Engagement</p> <ul style="list-style-type: none"> The majority of our pupils (74%) speak English as an additional language, which is well above average. The school is in the highest 20% compared to all schools nationally (IDSР May 2025). Language is a barrier for our families, which impacts parental engagement. |
| 4 | <p>Living Conditions</p> <ul style="list-style-type: none"> Many of our pupils live in temporary accommodation with significant challenges. E.g. distance from school and family support networks, mould, infestations, damp, cramped accommodation. This has a significant impact on the mental health of pupils and their families. Many of our pupils live between two houses |
| 5 | <p>SEND</p> <ul style="list-style-type: none"> Of the pupils who attend the school, 22% have Special Educational Needs compared to 18% nationally (IDSР November 2025). A significant number of pupils who enter our school are well below age related expectations. Many pupils enter school with unidentified SEND, poor communication and language and no prior specialist professional involvement. |
| 6 | <p>Life Experiences</p> <ul style="list-style-type: none"> We serve an area with a significant level of social economic deprivation, the school's location and pupil base deprivation indicators put it into the highest 20% when compared to all schools (IDSР May 2025). Our families |

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| | <p>experience many barriers to learning including low income, zero-hour contracts and high crime rates.</p> <ul style="list-style-type: none"> 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. |
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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 |
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| 1. Attendance <ul style="list-style-type: none"> Improve overall attendance of disadvantaged pupils. Reduce persistent and severe absence among disadvantaged pupils. Narrow the attendance gap between disadvantaged pupils and national non-disadvantaged pupils. | <ul style="list-style-type: none"> Disadvantaged pupil absence is in line with peers. Persistent absence among disadvantaged pupils reduces from 20.7% to at least in line with national Severe absence reduces from 1.1% to at or below national average. |
| 2. Mobility <ul style="list-style-type: none"> Minimise the negative impact of high pupil mobility on attainment and wellbeing. Ensure pupils joining mid-year settle quickly and access learning effectively. Improve attainment and progress for mobile disadvantaged pupils. | <ul style="list-style-type: none"> All new disadvantaged pupils receive a personalised induction and baseline assessment within 2 weeks of joining. Mobile disadvantaged pupils make at least expected progress from their starting points within two terms. Mobile disadvantaged pupils acquire the foundational knowledge required for future educational success Pupil voice indicates increased feelings of safety, belonging and inclusion. |
| 3. Parental Engagement <ul style="list-style-type: none"> Increase engagement of disadvantaged families, particularly those with EAL. Improve communication between school and families. Enable parents to better support learning and attendance. | <ul style="list-style-type: none"> Attendance at parent meetings/coffee mornings by disadvantaged families increases by at least 20%. Parental surveys indicate increased confidence in supporting learning and understanding school expectations. Improved attendance and behaviour outcomes for pupils whose families engage with targeted support. |
| 4. Living conditions | <ul style="list-style-type: none"> Improved attendance for pupils living in temporary accommodation. |

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| <ul style="list-style-type: none"> Reduce the impact of poor living conditions on pupils' attendance, wellbeing and learning. Improve emotional wellbeing and readiness to learn for disadvantaged pupils. | <ul style="list-style-type: none"> Reduction in wellbeing and behaviour concerns linked to housing issues. Parents understand the value of specialist internal and external support. Pupil wellbeing measures (e.g. CPOMS, pupil voice) show improved emotional regulation and resilience. |
| <p>5. SEND</p> <ul style="list-style-type: none"> Improve progress and attainment of disadvantaged pupils with SEND. Improve parent understanding of the value of additional support from external agencies | <ul style="list-style-type: none"> All disadvantaged pupils with emerging SEND needs identified and assessed within one term of entry. Disadvantaged pupils with SEND make good progress from starting points, evidenced through assessment data in academic/life skills. Improved communication and language outcomes in EYFS and KS1. Reduced attainment gap between disadvantaged SEND pupils and non-disadvantaged SEND pupils. |
| <p>6. Life Experiences</p> <ul style="list-style-type: none"> Broaden experiences and raise aspirations for disadvantaged pupils. Improve engagement, motivation and attitudes to learning. Ensure pupils have access to enriching opportunities regardless of financial barriers. | <ul style="list-style-type: none"> All disadvantaged pupils participate in at least one enrichment opportunity per term (e.g. trips, clubs, workshops). Increased pupil engagement and motivation reflected in behaviour and attendance data. Pupil voice demonstrates increased aspirations and awareness of future pathways. Improved outcomes in writing, vocabulary and oracy linked to enriched experiences. Increased participation in extra-curricular activities by disadvantaged pupils. |

Activity in this academic year 2025-2026

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: £84,700

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| High quality teaching continues with consistent use of personalised strategies for pupil premium pupils. CPD 1. Foundational Knowledge 2. Dialogic Approach 3. PINS (DFE and NHS funded trial) | <p>EEF: High Quality Teaching 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 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 learning under very effective teachers compared to poorly performing teachers. (2011)</p> <p>Ofsted: Strong foundations in the first years of school Research is clear that high-quality establishes the foundations for later success, including academic achievement, good health and well-being. While high-quality education benefits all children, it is especially important for those whose early learning has been limited. This may include children who come from disadvantaged backgrounds and those whose language and communication are delayed.</p> <p>EEF's Teaching and Learning Toolkit shows that oral language interventions can have a high impact on pupil outcomes. The efficacy trial found consistent, positive effects in English, science and maths for all children in Year 5. Children in Dialogic Teaching schools made two additional months' progress in English and science, and one additional month's progress in maths, compared to children in control schools, on average. The result was similar when looking only at children eligible for free school</p> | 1, 2, 3, 5 |

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| | <p>meals. The consistent results across subjects and the lack of any subject specific content in the training suggest that the approach may improve children's overall thinking and learning skills rather than their knowledge in a given topic. These positive results have led EEF to designate this as a 'Promising Programme'.</p> | |
| Talk Boost | <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 is 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> | 1, 3, 5 |
| Strengthen Inclusion Team | <p>EEF: Special Educational Needs in Mainstream Schools</p> <p>Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.</p> | 1, 3, 5 |
| Forest School | <p>Research being led by the University of York highlights that Forest Schools can foster self-esteem and purpose beyond the traditional classroom, with teachers reporting improved attendance and enjoyment of school.</p> <p>The New Economics Foundation evaluation of Forest School programmes in England and Wales found clear evidence that Forest School supports confidence, independence, communication, motivation and concentration among children – especially those who may struggle in traditional settings.</p> <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, 3, 5, 6 |

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

Budgeted cost: £122,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <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> | 1, 2, 3, 5, 6 |
| <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.</p> | 1,2, 3,4,5 |
| <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. academic support, Lego therapy, social skills, reading for pleasure, art, emotional coaching.</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, 2, 3, 5, 6 |

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

Budgeted cost: £32,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Parent consultations</p> <p>Ensure additional staff are in place to translate for families who are unable to communicate in English to effectively engage in discussions with teachers.</p> <p>Use the opportunity to gather parental voice through annual questionnaire.</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> <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> | 1, 2, 3, 4, 5 |
| <p>Coffee Mornings</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>Attendance and Punctuality</p> <p>Attendance officer to monitor Pupil premium pupil's attendance and report to Pupil Premium Lead to identify those at risk.</p> <p>Regular meetings with parents of target pupils.</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 and therefore achievement increase as less education missed</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</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> | 6 |

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| <p>to promote aspiration for all pupils.</p> <p>Identification of musical, talent through subsidised provision – Rock, Steady Music School, Skiing, Clarinet lessons, Clubs, Karate, enrichment days</p> | | |
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Total budgeted cost included in costings above

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 BMS Clarinet Lessons |
| Skiing | Snowbility |

Total Funding: £238,700

Budgeted School Spend: £238,700