



BRENTSIDE HIGH SCHOOL

LEARNING AND ACHIEVING TOGETHER

Pupil Premium Policy

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|-----------------------|----------------|
| Ratified by Governors | November 2023 |
| Review date | November 2025* |
| SLT responsible | MDu |

*The outcomes data for 2024 has been added and PP amount updated.

Brentside High School Pupil Premium Policy 2024-25

School Vision

Brentside High School challenges all to achieve excellence as lifelong learners with the highest expectations of themselves and others. No exceptions, no excuses.

This policy explains how we spend our Pupil Premium funding to help achieve our school vision.

What is the Pupil Premium Grant (PPG)?

Schools are allocated Pupil Premium funding (£1,050 per pupil) for children who have been eligible for free school meals at any point in the last six years (referred to as FSM ever 6).

What are the barriers to attainment?

Low prior attainment – low levels of literacy and numeracy

Challenging social, emotional, mental health and behavioural needs

Low attendance

Lack of enrichment opportunities

Gaps in learning due to impact of COVID-19 on their own health, family member's health, mental health, ability to engage in home learning

Access to resources

Access to a conducive space or learning beyond the school day

How are students' needs identified?

Transition from Primary School

The Student and Family Education (SAFE) Worker for Year 7 and the Year 7 Leader visit each feeder primary school during the Summer Term of Year 6 to discuss the needs of each student joining Brentside in Year 7. Where necessary, the SENCo liaises with primary school staff and families and key workers are assigned to Year 6 students with particular SEND. In the Summer Term of Year 6, some students with particular SEND have extra visits to the school to meet their key worker and familiarise themselves with the school site.

All Year 7 students are invited to attend an Induction Day where they meet key staff and have taster lessons from subject specialists. Each Year 6 student and their family has a meeting with a Brentside member of staff to help prepare them for High School.

Year 7

In September, all Year 7 students complete a diagnostic cognitive ability assessment in order to put appropriate intervention in place. The interventions can be found in the school's provision map (Appendix 1).

In-Year Admissions

Students are tested when they join Brentside in order to put appropriate interventions in place.

Years 7-11

Progress data is analysed each term to identify underachievement and put appropriate intervention in place. Each student is set a minimum target grade (MTG) and an aspirational target grade (ATG) for each subject. Staff monitor progress towards these grades each term and intervention is put in place to ensure that students in receipt of PPG are supported to achieve their ATGs. Tutors monitor the well-being of students with a particular focus on PP students and address their needs which could be support to attend homework clubs, engagement in intervention classes, engagement in extracurricular activities as well as providing support through PPG funding and local charities such as Brentside's Helping Hand to purchase school books, equipment, uniform and laptops.

How is the impact of intervention measured?

Progress data is collected each term and analysed to track the progress of every student. Interventions are reviewed and students are either exited from interventions or further intervention is arranged to meet their needs.

Attendance data is analysed each half term and the impact of intervention is reviewed.

An Inclusion Panel for each year group meets once a fortnight to monitor the progress of vulnerable students (students in receipt of PPG, Looked After Children, persistent absentees, those on the Child Protection register, those designated as a Child in Need and those identified as a Brentside concern who do not fall into the other categories). Interventions are reviewed and more appropriate intervention is put in place if necessary. Team Around the Child (TAC) meetings are arranged for those students with complex needs in order to discuss suitable interventions with outside agencies (Behaviour Improvement Service (BIS), Safe Adolescent Service (SAFE), Social Services, Youth Offending Team, police, etc).

Key Stage 4 results are analysed to compare the achievements of students in receipt of the Pupil Premium with national average (see Appendix 2).

| Number of students and pupil premium grant (PPG) received during financial year (April to March) | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 |
|---|----------------|----------------|----------------|----------------|----------------|----------------|
| Total number of funded students in year 7 to 11 | 1233 | 1,283 | 1,328 | 1,331 | 1,326 | 1,365.5 |
| Total number of students eligible for PPG | 460 | 452 | 490 | 519 | 535 | 580.5 |
| Amount of PPG received per student | £935 | £955 | £955 | £985 | £1,035 | £1,050 |
| Total amount of PPG received | £430,100 | £431,660 | £467,950 | £511,215 | £553,725 | £609,525 |

**Appendix 1
Pupil Premium Provision**

| Provision | For Years | Frequency | Description |
|--|------------------|----------------------------------|---|
| Literacy groups | KS3 and KS4 | 5 times per cycle | For students who have difficulty with literacy and/or speech and language to study in small groups where the teacher is able to offer them more individual time and to plan carefully for their needs. |
| Curriculum support groups | 9, 10 and 11 | 5 times per cycle | An opportunity for students to do one fewer GCSE subject and spend the time reinforcing English and maths and other areas of the curriculum. |
| Catch up reading | Mainly 7 and 8 | 2 x 15 mins per week | A one-to-one provision supporting students whose reading age is very low. Students can also access the 'Catch Up' library for books to take home. |
| Paired reading | Mainly 7 | 1 tutor time per week | For students above the level of catch up. They are paired with a student in Year 12 with whom they read. |
| SAFE Workers | KS3/4 | 1 session per week/as required | Each year group has a dedicated pastoral support worker. They can offer support to specific students and monitor their progress particularly relating to social, emotional and behavioural issues. |
| School Counsellor | All | Weekly session | The school has experienced counsellors working here throughout the week. |
| Small maths groups | KS3 and KS4 | 3 hours per week | For students working at a level well below expected levels. Small group with teacher. |
| Spelling groups | 7 to 9 | 2 x 20 mins per week | A computer spelling program and other resources with a number of levels of progression. Students are regularly assessed to ensure appropriate challenge. |
| Learning Mentor | KS3/4 | 1 hour per week | Intervention for targeted students and classes – one-to-one mentoring and in class support to ensure students' meet their potential. |
| Touch-typing | All | 1 x 20 mins per week | For students whose handwriting has not improved. With satisfactory speed and accuracy they may be offered an alpha smart or a laptop. |
| Educational Psychologist | All | Assessment (feedback and report) | The school may refer students whose progress is causing ongoing concern to an Educational Psychologist for assessment and advice. |
| SAFE Team | All | Ongoing – following referral | The School and Family Education team (multi-disciplinary team of psychologists, social workers, therapists and other specialists). They offer assessment of students, advice to the school and support to students and, if necessary, their family. |
| After-school homework club | All | Tuesday to Friday | Two members of staff and computers are available. Attendance is generally voluntary but can be agreed. |
| LSA withdrawal | All | As agreed, and ad hoc | LSAs work with students one-to-one, or in a small group outside of class. Either this is a regular slot or agreed for one lesson with the teacher. |
| Access arrangements/special considerations | All | Normal way of working | Readers, scribes, extra time, prompts and laptops are the most common ways to support students get fair access to their exams. Special |

| Provision | For Years | Frequency | Description |
|---|-----------|--|---|
| | | | considerations are for exceptional situations that affect their performance. |
| LSA group | All | Ad hoc consultation with the teacher. | |
| LSA in class support | All | Lesson by lesson | For students with EHC plans, acute needs or for general in-class support. The LSA generally works with a small number of students in the classroom, though in some cases they will work with the rest of the class allowing the teacher to focus on target students. They are there to promote independence as well as achievement. |
| Staff member 1:1 | All | One-to-one provision for a small number of students. | |
| Interventions/options support | | 5 hours per cycle | Extra support for GCSE coursework and/or basic literacy/numeracy. |
| SENS teacher assessment | All | Single assessment | Borough Specialist Teacher advice. |
| Connexions intensive | KS4 | As needed | Intensive support to help students prepare for their future beyond school. |
| Keyboard | All | As required | Word Processor functionality. |
| External college | KS4 | Part-time or full time | Vocational courses delivered by specialist college staff as an alternative to one GCSE. |
| Dyslexia materials | All | Permanent | Reading and writing programs on computer. Keyboards. Specialist dictionaries. Spellcheckers. Various study aids. |
| Pitstop club | Flexible | Every break and lunch | Safe space for more vulnerable students to be in a supported environment with encouragement to interact with peers and oversight from member of staff. |
| Small social skills group Set up as required | All | Short course Once per week | To address poor behaviour, attitude or self-esteem. Working on self-awareness, self-management, active listening, empathy, mediation, impulse control. Developing positive relationships, coping with stresses and pressures, body image issues. |
| ELSA emotional Learning Support Assistant | All | Once per week | To help develop the development of emotional literacy – giving students strategies to manage their reactions and understand how to cope better with difficult stimuli in their life. |
| Touch-typing club | All | Twice per week | To develop touch typing skills for students whose handwriting is slow and/or illegible with the aim of using the skill in exams. |
| Gardening club | All | Once per week | To manage the trugs and other areas as included to develop the skills (including social skills) of the students as well as the confidence and knowledge. |
| Clinical Psychologist | All | One session per week | To support students with mental health difficulties (case load 5 students). |
| Year Group Mentors | All | As required | To support students with behaviour, focus and study skills (working with Year Team and SAFE Workers). |
| Behaviour Improvement Service (BIS) | All | Once per week | Therapist from Ealing BIS working with students requiring behavioural support (case load 10 students). |
| Cognitive Behaviour Therapist | All | One session per week | To help students reflect on their emotions and behaviours and develop strategies to improve their mental health (case load 5 students). |
| Mental Health Support (MHS) Worker | All | One session per week | Early intervention for students with early signs of mental health difficulties (case load 4 students). |

Appendix 2

Notes: Shaded areas indicate new information.
2024 results

| | 2022 | | | | 2023 | | | | 2024 | | | |
|---|------------|------------|-----------|---------------|------------|------------|-----------|---------------|------------|------------|-----------|---------------|
| | Nat | Brentside | | | Nat | Brentside | | | Nat | Brentside | | |
| | All pupils | All pupils | PP pupils | Non-PP pupils | All pupils | All pupils | PP pupils | Non-PP pupils | All pupils | All pupils | PP pupils | Non-PP pupils |
| Progress 8 score | -0.03 | 0.11 | -0.35 | 0.39 | -0.03 | 0.02 | -0.33 | 0.20 | -0.03 | -0.04 | -0.15 | 0.01 |
| Attainment 8 score | 48.8 | 49.1 | 42.3 | 53.4 | 46.3 | 45.9 | 39.8 | 49.2 | 45.92 | 45.73 | 42.29 | 47.44 |
| Progress 8 – English | -0.05 | 0.08 | -0.31 | 0.32 | -0.04 | 0.06 | -0.37 | 0.29 | -0.04 | -0.03 | -0.06 | -0.01 |
| Progress 8 – mathematics | -0.03 | 0.08 | -0.44 | 0.39 | -0.02 | 0.10 | -0.24 | 0.28 | -0.03 | -0.02 | -0.27 | 0.11 |
| Progress 8 – EBacc | -0.04 | 0.13 | -0.33 | 0.41 | -0.03 | 0.11 | -0.19 | 0.27 | -0.03 | 0.13 | 0.05 | 0.16 |
| Progress 8 – Open | -0.04 | 0.12 | -0.34 | 0.40 | -0.04 | -0.16 | -0.51 | 0.02 | -0.04 | -0.24 | -0.33 | -0.20 |
| % pupils entering EBacc | 39 | 73 | 62 | 79 | 39 | 72 | 62 | 77 | 40 | 75 | 72 | 76 |
| % pupils achieving EBacc (EM 4+) | 27 | 41 | 26 | 49 | 24 | 38 | 29 | 43 | 25 | 34 | 28 | 37 |
| % 1+ 9-1 (A*-G) | - | 100 | 100 | 100 | - | 99 | 99 | 99 | - | 100 | 100 | 100 |
| % pupil achieving EBacc 4+ pass in English (grade C equivalent) | 79 | 78 | 72 | 83 | 75 | 71 | 56 | 78 | 74 | 76 | 73 | 77 |
| % pupil achieving EBacc 5+ pass in English | 65 | 64 | 51 | 73 | 61 | 60 | 48 | 68 | 60 | 61 | 60 | 62 |
| % pupil achieving EBacc 4+ pass in mathematics (grade C equivalent) | 73 | 71 | 60 | 78 | 70 | 66 | 52 | 73 | 70 | 66 | 57 | 71 |
| % pupil achieving EBacc 5+ pass in mathematics | 55 | 54 | 41 | 62 | 51 | 51 | 40 | 57 | 52 | 46 | 37 | 50 |