



BRENTSIDE HIGH SCHOOL

LEARNING AND ACHIEVING TOGETHER

Pupil Premium Policy

Ratified by Governors	November 2021
Review date	October 2022
SLT responsible	SGn

BRENTSIDE HIGH SCHOOL

Pupil Premium Policy 2021-22

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 (£955 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

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

How are students' needs identified?

Transition from Primary School

The Assistant Headteacher with oversight of Year 6 into 7 transition, the Student and Family worker for Year 6 into 7, the Year 8 Leader and the SENCo visited each student's primary school between them during the summer term of Year 6 to discuss the needs of each student joining Brentside in Year 7. Where necessary, key workers were assigned to the Year 6 students and some students visited the school to meet their key worker and familiarise themselves with the school site in July 2021. 90 out of the 109 Year 6 students eligible for the PPG attended a summer school in July 2021 to further aid the transition to high school (as well as 85 out of 171 non PPG students).

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. During lockdown, engagement was monitored by teachers who RAG graded each student's engagement in online learning. Year teams then followed up any students who had been highlighted as a concern. Interventions

during lockdown ranged from phone or online support to support well-being and encourage engagement to providing laptops or internet connections to students.

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). All of these interventions are able to take place virtually during school closure.

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	2016/17	2017/18	2018/19	2019/20	2020/21
Total number of students on roll	1415	1457	1508	1478	1476
Total number of students eligible for PPG	439	499	473	463	452
Amount of PPG received per student	£935	£935	£935	£935	£955
Total amount of PPG received	£410,465	£466,565	£444,555	£432,905	£431,660

Appendix 1
Pupil Premium Provision

Provision	For years	Wave	Frequency:	Description:
Literacy groups	8 and 9	2	5 times per cycle Y8 and 9	For students who have difficulty with Literacy and 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.
Literacy / Social Skills group	Year 7	2	5 times per cycle	To support the integration of more vulnerable students into High School.
Catch Up Reading	Mainly 7 and 8	3	2 x 15 mins per week	A 1 to 1 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 some 8	2	2 x 15 mins 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	3	one session per week / as required	Each year group has a dedicated pastoral support worker. They can offer mentoring to specific students and monitor their progress particularly relating to social, emotional and behavioural issues.
School Counsellor	All	3	Weekly session	The school has experienced counsellors working here for three days a week – as well as training counsellors
Small maths groups	KS3 and KS4	2	3 hours per week	For students working at a level well below expected levels. Small group with teacher.
Spelling Groups	Years 7 to 9	2	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.
Speech and Language Groups	Year 7	2	2 lessons per week	Small group to develop receptive and expressive language skills, focussing on narrative and vocabulary building.
Learning Mentor	KS 3/4	2/3	1 hour per week	Intervention for targeted students and classes - 1.1 mentoring and in class support to ensure students' meet their potential.

Provision	For years	Wave	Frequency:	Description:
Touch-typing	All	2	1 x 20 mins per week	For students whose handwriting has not improved. With satisfactory speed and accuracy they may be offered an alphasmart or a laptop.
Educational Psychologist	All	3	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	3	Ongoing - following referral	The School and Family Education team is 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 H/work Club	All	1	Tuesday to Friday	Two members of staff and computers are available. Attendance is generally voluntary but can be agreed.
LSA Withdrawal	All	2	As agreed, and ad hoc	LSAs work with students 1 to 1 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	3	For exams	Readers, scribes, extra time and laptops are the most common ways to support entitled students get fair access to their exams. Special considerations are for exceptional situations that affect their performance.
LSA Group	All	2	Ad hoc in consultation with the teacher.	
LSA In Class Support	All	3	Lesson by lesson	For students with statements, 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	3	Wave 3 provision for a small number of students.	

Provision	For years	Wave	Frequency:	Description:
Interventions/ Options support		2	5 hours per cycle	Extra support for GCSE coursework and/or basic literacy/ numeracy
SENS Teacher assessment	All	3	Single assessment	Borough Specialist Teacher advice
Connexions	KS4 & 5	3	As needed	Intensive support to help students prepare for their future beyond school
Alpha smart	All	-	As required	Portable Word Processor
Dyslexia materials	All	-	Permanent	Reading and writing programs on computer. Alphasmarts. Specialist dictionaries. Spellcheckers.
Presentation and Handwriting	KS3	2	1 x p/w	Group to develop presentation and handwriting skills
Pitstop Club	Year 7 and 8	-	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
Minecraft Club	Year 9	-	1 x p/w	To develop social / language / logic skills
Dungeons and Dragons	KS3	-	1x p/w	To develop social / language skills (cooperation/ forward-thinking/ strategy)
Small social skills groups Set up as required.	All	2	Short course 1 x pw	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.
Cooking club	All	-	1 x pw	To help develop positive friendships and social skills, encourage better attendance while learning to cook, and associated kitchen skills.
Clinical Psychologist in school	All	2	One day a week	Clinical psychologist works with a caseload of 4 or 5 students each term to address SEMH difficulties.

Mental Health Practitioner in School	All	2	One day a week	Mental Health practitioner works with a caseload of 5 students each term to address low level mental health difficulties such as anxiety.
Social Worker in School	All	2	As required	Social Worker in School works with a range of students from those known to social services to those experiencing SEMH difficulties or challenges at home

Provision	For years	Wave	Frequency:	Description:
<p>COVID-19 extra provisions:</p> <p>Laptops / dongles purchased for students who need them</p> <p>FSM vouchers provided by LA for school holidays and lockdown</p> <p>Food parcels provided to those entitled to FSM who are isolating</p> <p>Online or telephone support for vulnerable students and families during lockdown and isolation</p> <p>Counselling available via Zoom or telephone</p>	All	2	As required	To support students' mental health, well-being and engagement during school closure and periods of isolation
<p>Targeted English and mathematics tuition</p> <p>Small group or individual targeted intervention with experienced subject tutors</p>	All	3	15 hour blocks	To support students to make progress in these core skills, particularly considering school closures and periods of isolation
Targeted subject intervention	Years 11 and 13	3	As required	Extra support for students with specific knowledge/skills/confidence gaps Provision of revision books

Appendix 2

	2018				2019				2020				2021			
	National	Bretnside			National	Bretnside			National	Bretnside			National (provisional)	Bretnside (provisional)		
	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	All pupils	All pupils	PP pupils	Non-PP pupils
Progress 8 score	-0.02	0.23	-0.06	0.37	0.01	0.24	0.13	0.30	0.0	0.42	0.06	0.60	0.0	0.49	0.24	0.68
Attainment 8 score	4.6	4.6	3.9	4.9	4.7	4.9	4.5	5.2	5.1	4.9	4.3	5.2	5.2	5.1	4.6	5.3
Progress 8 – English	n/a	-0.10	-0.41	0.04	n/a	-0.12	-0.21	-0.05	n/a	0.09	-0.15	0.21	n/a	0.27	0.12	0.38
Progress 8 – mathematics	n/a	0.38	-0.03	0.58	n/a	0.45	0.46	0.45	n/a	0.60	0.15	0.84	n/a	0.58	0.43	0.69
Progress 8 – EBacc	n/a	0.38	0.04	0.55	n/a	0.23	0.02	0.34	n/a	0.49	0.12	0.69	n/a	0.50	0.15	0.78
Progress 8 – Open	n/a	0.19	0.03	0.27	n/a	0.33	0.21	0.39	n/a	0.44	0.08	0.62	n/a	0.55	0.29	0.76
% pupils entering EBacc	35	77	67	81	40	83	75	87	n/a	82	78	85	n/a	81	77	83
% pupils achieving EBacc (EM 4+)	n/a	35	24	40	25	42	35	46	30	46	31	54	30	39	36	41
% 1+ 9-1 (A*-G)	-	100	100	100	-	100	100	100	-	100	100	100	-	100	100	100
% pupil achieving 4+ pass in English (grade C equivalent)	62	69	55	76	71	72	67	75	80	77	68	82	80	86	85	86
% pupil achieving 5+ pass in English	45	51	36	59	57	59	52	62	62	60	53	63	63	65	64	65
% pupil achieving 4+ pass in mathematics (grade C equivalent)	59	67	46	76	65	76	67	81	66	77	66	82	69	72	66	76

% pupil achieving 5+ pass in mathematics	40	51	36	59	46	59	55	60	46	59	47	65	49	58	54	60
--	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Notes: n/a refers to data not published

Shaded areas indicate new information

2020 and 2021 Progress 8 figures are estimates using previous national results data sets