



BRENTSIDE HIGH SCHOOL

LEARNING AND ACHIEVING TOGETHER

Pupil Premium Policy

Ratified by Governors	November 2022
Review date	November 2023
SLT responsible	SGn

BRENTSIDE HIGH SCHOOL

Pupil Premium Policy 2022-23

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

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 worker for Year 7 and the Year 7 Leader visit 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, 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 the National Tutoring Programme, engagement in extracurricular activities as well as providing support through COVID catch up 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 at school data is analysed each half term and the impact of attendance 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).

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	2021/2022
Total number of students on roll year groups 7 to 11	1233	1283	1328
Total number of students eligible for PPG	460	452	490
Amount of PPG received per student	£935	£955	£955
Total amount of PPG received	£430,100	£431,660	£467,950

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 individual 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	Year 7 to Year 11	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 four experienced, on-site counsellors, providing five days a week of counselling. At times, we also have counsellors in training.
Small maths groups	Year 7 to Year 11	2	3 hours per week	For students working at a level well below expected levels. Small group with teacher.
Spelling Groups	Years 7 to Year 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, focusing on narrative and vocabulary building.
Learning Mentor	Year 7 to Year 11	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/ curriculum support		2	5 hours per cycle	Extra support for GCSE coursework and/or literacy/ numeracy
SENS Teacher assessment	All	3	Single assessment	Borough Specialist Teacher advice
Connexions	Year 9 to Year 13	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	Year 7 and Year 8	2	1 x p/w	Group to develop presentation and handwriting skills
Pitstop Club	Year 7 and Year 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
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.
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.
Cognitive Behaviour therapist	All	2	Two days a week	Cognitive behaviour therapist works with a caseload of 10 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
Subject support in class	Year 9 to Year 13 predominantly	1	As required	Students are identified where their progress falls furthest outside of the MTG (which would put student progress in the top 20% nationally). They receive in-class targeting and support, usually from the class teacher, to remove barriers and build learning.
Tutor support	All	2	As required	Tutors support individual, targeted students to accelerate their progress and remove barriers to learning. This may be, for example, being on positive report.
Subject support beyond the curriculum	All	2	As required	Progress by PP students is tracked and analysed within each subject and across a whole cohort. This leads to additional provision, for example, targeted progress sessions or amended curriculum.
Resource provision	All	2	Various	Supporting PP student progress is a whole school focus area. This ensures that progress data is regularly reviewed for this cohort, and a variety of responses ensure that needs are met. For example, revision books are purchased for all PP students in all subjects.
Wellbeing Wednesdays	All	2	Weekly	Tutors support tutees every week in a session around wellbeing. This includes discussion and approaches to support positive mental health and wellbeing.
Friendship club	Year 7 to Year 10	2	Daily	This operates 08:00 each morning and supports students to form friendships and to start the day with a positive experience.
Bespoke wellbeing support	All	3	Various	Links with a range of external organisation support individual students.
Curriculum amendment	Year 9 to Year 13	1	Various	Individual students are supported to attend college courses in addition to school, where this is most likely to meet need and provide progression pathways.
Citizenship and physical education sessions	Year 12 and Y13	1	Weekly	Sixth form students have timetabled lessons in both citizenship and PE to enable them to contribute with confidence, as active, informed citizens as they prepare for the world of employment or further study. PE also supports their physical and mental wellbeing. This document relates to students in Years 7-11, but this is given as an example of how the school continues to support students who have been identified as PP in the sixth form.

Pupil Premium focused activities	All	2	As available	Targeted students are supported to access opportunities such as the Oxford Inspire Programme, which supports students to access Oxford University resources and inspiring events and opportunities, as well as working with their peers to explore science at a high level.
Duke of Edinburgh	Year 9 to Year 11	2	Ongoing	PP students are supported to take part in the Duke of Edinburgh Award scheme.
COVID-19 extra provisions: Laptops / dongles purchased for students who need them FSM vouchers provided by LA for school holidays and lockdown	All	2	As required	To support students' mental health, well-being and engagement during school closure and periods of isolation
Targeted English and mathematics tuition through the National Tutoring programme Small group or individual targeted intervention with experienced subject tutors	All	3	15 hour blocks	To support students to make progress in these core skills, particularly considering school closures and periods of isolation
Targeted EBacc Subject National Tutoring programme	Year 9 to Year 11	2	15 hour blocks	To support students to make progress in individual EBacc subjects, particularly in light of the significant national impact of COVID-19 on PP learners.

Targeted subject intervention	Years 11 and 13	2	As required	Extra support for students with specific knowledge/skill/confidence gaps Provision of revision books.
Attendance support	All	2/3	As required	Tutors target and support individual Persistent Absentees to improve their attendance. Year Leader and members of the Senior Leadership Team and the Attendance Officer work with targeted families. 1:1 support is given to individual students and families related to anxiety. 1:1 support for targeted students on alternative provision.
Whole School Teaching and Learning Development	All	1	Ongoing	Whole school Continued Professional Development focuses on developing practice in the classroom to engage and include every single student, assess understanding and adapt classroom practice in response.
Additional staffing	Year 11 and Year 13	3	Various	Additional staffing capacity, where appointments allow, in English, mathematics and science to support targeted PP students in preparation for final examinations.
Support for families in crisis	All	3	Various	Bespoke support for individual families in crisis, often through working with a range of charities.

Appendix 2

	2019				2020				2021				2022			
	Nat	Bretnside			Nat	Bretnside			Nat	Bretnside			Nat	Bretnside *NonPP not yet officially published		
	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	0.01	0.24	0.13	0.30	0.0	0.42	0.06	0.60	0.0	0.49	0.24	0.68	0.0	0.26	-0.16	0.40
Attainment 8 score	4.7	4.9	4.5	5.2	5.1	4.9	4.3	5.2	5.2	5.1	4.6	5.3	n/a	4.94	4.20	5.40
Progress 8 – English	n/a	-0.12	-0.21	-0.05	n/a	0.09	-0.15	0.21	n/a	0.27	0.12	0.38	n/a	0.23	-0.16	0.33
Progress 8 – mathematics	n/a	0.45	0.46	0.45	n/a	0.60	0.15	0.84	n/a	0.58	0.43	0.69	n/a	0.21	-0.26	0.41
Progress 8 – EBacc	n/a	0.23	0.02	0.34	n/a	0.49	0.12	0.69	n/a	0.50	0.15	0.78	n/a	0.33	-0.08	0.44
Progress 8 – Open	n/a	0.33	0.21	0.39	n/a	0.44	0.08	0.62	n/a	0.55	0.29	0.76	n/a	0.23	-0.18	0.40
% pupils entering EBacc	40	83	75	87	n/a	82	78	85	n/a	81	77	83	n/a	73	65	78
% pupils achieving EBacc (EM 4+)	25	42	35	46	30	46	31	54	30	39	36	41	n/a	42	27	51
% 1+ 9-1 (A*-G)	-	100	100	100	-	100	100	100	-	100	100	100	-	99	99	99
% pupil achieving 4+ pass in English (grade C equivalent)	71	72	67	75	80	77	68	82	80	86	85	86	77.2	78	68	85
% pupil achieving 5+ pass in English	57	59	52	62	62	60	53	63	63	65	64	65	61.1	64	46	75
% pupil achieving 4+ pass in mathematics (grade C equivalent)	65	76	67	81	66	77	66	82	69	72	66	76	75.1	71	57	79
% pupil achieving 5+ pass in mathematics	46	59	55	60	46	59	47	65	49	58	54	60	56.6	54	37	64

Notes: n/a refers to data not published

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

2022 data comes with the following caveat from the Department of Education: ***Uneven impact of the pandemic on 2021/22 school and college performance data. Pupils included in the 2021/22 school and college performance measures will have had an uneven disruption to their learning. We, therefore, recommend not making direct comparisons between schools, or with data from previous years.***