



# East Brent C of E Academy

Where a Love of Learning is Nurtured and Enriched

## Pupil Premium strategy statement

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	East Brent CofE Academy
Number of pupils in school	54
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2022 - 2023 2023 - 2024 2024 - 2025
Date this statement was published	19.12.2024
Date on which it will be reviewed	05.12.2025
Statement authorised by	Local Partnership Board
Pupil premium lead	Catherine Cowlin
Governor / Trustee lead	Pat Payton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£ 32, 087</b>
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£ 0</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£ 32, 087</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At East Brent C of E Academy, it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We want all pupils to want to come to school, to be confident, independent and successful learners. We will ensure that all pupils have access to a broad and balanced curriculum, including trips and visits. We intend to increase the cultural capital of all pupils in our care. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve these goals.

Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

#### **Our ultimate objectives are to:**

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

#### **Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, the Year 4 residential school trip, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

**Key Principals:** We will ensure that quality first teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p><b>Progress in the core subjects</b></p> <p>Internal assessments, in school monitoring and discussions with pupils indicate that the progress in all core subjects of our disadvantaged pupils is below that of non-disadvantaged pupils.</p>
2	<p><b>Parental engagement</b></p> <p>We have noticed that our disadvantaged pupils are less successful in completing home learning tasks (including daily reading, times tables practice) than their peers. Attendance at school information events and parents evening can be less for parents of disadvantaged children. Parents can therefore lack an understanding and often skillset to support the home-school working partnership. This in turn can affect progress and attainment particularly in reading and phonics.</p>
3	<p><b>Phonics</b></p> <p>Assessments, observations, and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. This is particularly noticeable the termly Phonics Screening Check data and regular phonics assessments that are completed in school.</p>
4	<p><b>Emotional Support</b></p> <p>Through our knowledge of the pupils and observations and discussions, our disadvantaged pupils often have worries that they need to share with trusted adults in school as the worrying becomes a barrier to them engaging with their learning.</p>

## 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
Disadvantaged pupils will make at least expected progress so the gap between PP and non-PP is narrowed	<ul style="list-style-type: none"> <li>• In EYFS, high percentage of pupils achieving GLD by the end of Reception so they are ready for the National Curriculum at the start of Year 1</li> <li>• Quality First Teaching and regular 1:1 and small group interventions tailored to individual needs.</li> <li>• Tracking of progress indicates good progress in reading, writing and maths</li> <li>• End of year outcomes of disadvantaged pupils show attainment gaps closing</li> </ul>
Parental engagement for all pupils, particularly our disadvantaged pupils is improved	<ul style="list-style-type: none"> <li>• Attendance at phonic, curriculum and parent evening events is improved</li> <li>• Parents are provided with supplementary information should they not be able to attend events</li> <li>• Parents feel able to approach the school to ask for support when required at any given time</li> <li>• School make provision to meet with parents of disadvantaged children at a time that is convenient eg, after</li> </ul>

	drop off in the morning or before collection at the end of the day
All disadvantaged children in Year 1 pass the phonics screening check and above average phonics pass rate maintained	<ul style="list-style-type: none"> <li>• Unlocking Letters and Sounds programme is fully embedded, providing consistent teaching, learning and intervention</li> <li>• Y1 Phonic Screening outcomes to show above average pass rate</li> <li>• Disadvantaged children attain well (in line with their peers), and make good progress in reading and writing</li> </ul>
Disadvantaged pupils and pupils identified with SEMH needs receive intervention and appropriate support as needed	<ul style="list-style-type: none"> <li>• ELSA trained member of staff</li> <li>• All disadvantaged pupils to have a pupil passport that is updated at least three times a year</li> <li>• All staff training to develop knowledge and understanding of SEMH needs.</li> <li>• Early identification of disadvantaged pupils who require support</li> <li>• ELSA CPD including supervision network meetings</li> <li>• Improved engagement and progress from pupils</li> </ul>
4. Parental engagement for all pupils, particularly disadvantaged pupils is improved	<ul style="list-style-type: none"> <li>• Attendance at phonic, curriculum and parent evening events is improved</li> <li>• Parents are provided with supplementary information should they not be able to attend events</li> <li>• Parents feel able to approach the school to ask for support when required at any given time</li> <li>• School make provision to meet with parents of disadvantaged children at a time that is convenient eg, after drop off in the morning or before collection at the end of the day</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff ILI and Mastering Number	Mastering Number is a funded Government project lead via the national Maths Hub – project aims to secure firm foundations in the development of good number sense for pupils in Reception to Year 2.  Individualised Literacy Intervention - a long running and highly successful intervention showing pupils can more than double their rates of progress in both reading and spelling	1
Continue to develop the effectiveness of Unlocking Letters and Sounds through ongoing training and the use of high quality resources (including intervention materials) to maintain strong phonics teaching for all pupils especially those who are disadvantaged	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 2, 3
CPD Train a member of staff to become an ELSA Timetable ELSA sessions into the weekly timetable Ensure ELSA attends all follow up training events and termly supervision	ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children’s social and emotional development to areas of need experienced by pupils. They provide on-going professional supervision to help maintain high quality in the work undertaken by ELSAs, thereby helping to ensure safe practice for ELSAs and pupils alike.	1, 3, 4

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

Budgeted cost: £23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>TA deployment to support in class and deliver targeted interventions to individuals and small groups</b></p>	<p>EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants</a> 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</p>	<p>1, 3</p>
<p><b>ELSA trained member of staff can deliver intervention (at least 2 pupils per term)</b> Maintain ongoing training and ELSA supervision once initial training has been completed. Ensure readiness to learn</p>	<p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies</a></p>	<p>1, 2, 4</p>
<p><b>All classrooms are fully inclusive and supportive to all children including those with PP &amp; SEND</b> Monitor strategies to support all learners</p>	<p>See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/send</a> Adapting to different learning styles and needs supports learning. (<i>The Sutton Trust and Education Endowment Foundation Research</i>)</p>	<p>1, 2,3,4</p>
<p><b>Quality phonic/ reading support for children who have been identified as falling behind.</b> Priority Readers Daily intervention</p>	<p>When intervention is targeted to support next steps it will accelerate progress. (The Sutton Trust and Education Endowment Foundation Research)</p>	<p>1, 2, 3,</p>

<p>Unlocking Letters and Sounds established in each KS1 class and KS2 where required</p> <p>Range of banded and classroom bookshelf sharing books to engage children in reading</p>		
<p>Mastering Number-Boolean Intervention</p> <p>Small group intervention</p> <p><b>Twice weekly intervention with disadvantaged pupils being a priority</b></p>	<p>EEF &amp; Sutton Trust:</p> <p>When intervention is targeted to support next steps it will accelerate progress.</p>	<p>1</p>

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

Budgeted cost: £3200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Pupils with social &amp; emotional needs are well supported during less structured times of the day</b></p> <p>Quiet club provision available during lunchtimes</p> <p>Additional adult to supervise playground to facilitate games, safe play</p> <p>Quiet shed facility available at playtime and lunchtime</p>	<p>EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants</a></p> <p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies</a></p> <p>Safe quiet environment provided for those who need it resulting in positive experiences during lunchtime; raised self-confidence and self-esteem.</p>	4
<p><b>Pupils have access to quality books of their choice to promote a love of reading</b></p> <p>High quality texts used for English and Inquiry</p> <p>Range of texts available for pupils to choose as their home sharing book</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>Pupils are more excited to read their own choices of reading material, thus promoting reading and enthusiasm to read.</p>	1, 2, 3
<p><b>After school clubs</b></p> <p>Increase the number of pupils attending after school sports clubs</p>	<p>Pupils have positive experiences at school that promote healthy life styles and wellbeing. Children are not disadvantaged due to the cost of opportunities</p>	2, 4

**Total budgeted cost: £ 31,700**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### School Analysis

Strengths:

- 85% of disadvantaged pupils have made at least expected progress in Reading
- 90% of disadvantaged pupils have made at least expected progress in Writing

Next Steps:

- Continue to improve attainment in Reading, Writing and Maths for disadvantaged pupils (currently ARE/ARE+ = 68% reading 53% Writing, 63% Maths)
- Continue to implement intervention for disadvantaged pupils so they are able to 'keep up' rather than 'catch up' with non-disadvantaged peers
- Staff CPD (ELSA and ILI)

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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