



Wembley
Multi-Academy
Trust

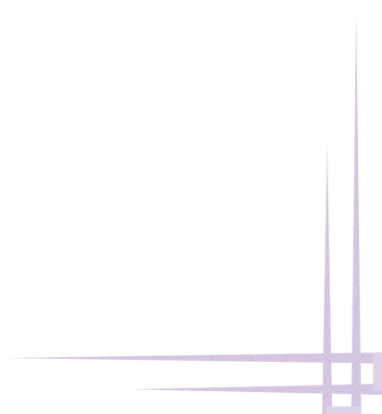
ACHIEVEMENT FOR ALL



PUPIL PREMIUM STRATEGY STATEMENT

Date reviewed: December 2025

Date of next review: September 2026



INTRODUCTION

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 funding had within our school.

SCHOOL OVERVIEW

Detail	Data
School name	North Brent School
Number of pupils in school	528
Proportion (%) of pupil premium eligible pupils	40
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Beth Ragheb, CEO
Pupil premium lead	Ed Martin, Headteacher
Governor / Trustee lead	Nisha Pujara

FUNDING OVERVIEW

Detail	Amount
Pupil premium funding allocation this academic year	£110,725
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£110,725

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), within the last six years. The grant is also made available to support children of service personnel and those who are looked after by the local authority (LAC).

Our intent on the use of this additional funding is simple and clear: we aim to ensure every disadvantaged pupil in our school is able to achieve highly, is offered a wide range of stimulating and enriching experiences and has the same opportunities for progression to the next stage of their education, employment and training as every other child in our school.

CHALLENGES

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

Challenge number	Detail of challenge
1	Low prior attainment from primary school. <i>For example, in our current Year 7 (2025-26), KS2 data showed the following:</i> <ul style="list-style-type: none">• 22% of students had not reached the expected standard in Reading.• 20% of students had not reached the expected standard in Maths.• 22% students had not reached the expected standard in English and Maths.
2	Need for personalised intervention for learning in subjects. Pupils are in particular need for support with literacy and numeracy.
3	Issues regarding attendance and punctuality. Many of our most disadvantaged pupils have been persistent absentees at primary school and are not motivated / supported to attend school.
4	Pastoral support and emotional needs. We know from experience that the most disadvantaged pupils tend to need further support with their emotional and well-being needs.
5	Limited enriching experiences outside of the local area. Social assets such as education, intellect, style of speech and dress are enhanced through raising students' cultural capital. This is essential for students to flourish and it is a process that can span years.
6	Low aspiration for progression to university. Our most disadvantaged pupils often come from families with no history of university attendance or experience of high education. They often need tailored support through KS3-5 to ensure that they are confident to be successful in their next stage of education, employment or training.

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 Aim	Outcome Measure
Disadvantaged students make exceptional academic progress and above national performance for non-disadvantaged students.	<ul style="list-style-type: none"> All disadvantaged students score a grade 4+ in English and Maths. Disadvantaged students are entered for all components of the Ebacc and achieve highly. Ebacc figures for disadvantaged students scoring grades 4+ and 5+ in all components of the Ebacc is far higher than national averages and compare favourably to non-disadvantaged pupils nationally. Disadvantaged students achieve or exceed their target grades in internal Assessment Weeks. They make clear and sustained progress over time gaining the knowledge and skill they need to succeed in their next stage of their education, employment or training.
Disadvantaged students have excellent levels of attendance and punctuality.	<ul style="list-style-type: none"> Attendance meets or exceeds national expectations and is in line with the school's overall attendance figures. Individual students with poor attendance and punctuality are supported by the attendance officer and pastoral team so that their attendance improves. Attendance for specific groups is tracked centrally and appropriate actions are taken. Increased parental engagement through meetings and using Edulink.
Disadvantaged students are emotionally mature and exhibit positive behaviours.	<ul style="list-style-type: none"> Lesson observations and learning walks show students who are engaged and actively learning. Student Review Week and student questionnaires show positive attitudes towards learning. Reduced number of behaviour incidents. Disadvantaged students come off Formal and Pre-PSP plans and reintegrate back into lessons. Personal Development is taught to an excellent standard in Years 7, 8 and 9. Character, SMSC, British Values, Citizenship, Careers and RSHE during Tutor Time, lessons and assemblies are delivered well and are impactful. All students provided with appropriate extended reading materials. Appropriate referrals made to outside agencies where necessary and support from specialists is sought.
Disadvantaged students achieve places at the most prestigious universities and apprenticeships.	<ul style="list-style-type: none"> Percentage of disadvantaged students who are on track go to university and specifically to Russell Group universities is in line with non-disadvantaged students at NBS. Percentage of disadvantaged students who are on track to go to Oxbridge increases. Percentage of disadvantaged students who are on track to do degree level apprenticeships increases.

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

Budgeted cost: £75,000 (in conjunction with WHTC expenditure)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Recruitment and retention of staff</u> <ul style="list-style-type: none"> Additional staff are recruited in English, Maths and Science as well as other key areas. This facilitates the creation of small intervention classes. We recruit from Teach First to supplement our own recruitment processes. In departments where recruitment is difficult, we work with recruitment agencies who find teachers. Leadership opportunities are created in line with whole-school priorities to ensure that excellent teachers are retained. The Progress Leader role ensures that excellent teaching staff are retained, developed and given the opportunity to improve the quality of teaching and learning in their subject area. 	<p>We know from our extensive track record of working with disadvantaged pupils that the biggest difference is made through quality first teaching. Therefore, we aim to recruit and retain the very best teachers so that our disadvantaged pupils have the best possible life chances. This is supported by the EEF research and the Sutton Trust.</p>	1 2
<u>Continuous Professional Development and training</u> <ul style="list-style-type: none"> Regular Co-Planning Meetings focus on the quality of teaching and learning within departments. Learning Walks and regular observations ensure that departmental areas for development are identified and addressed. Exam board training is completed in each department with online webinars or face to face CPD. Our performance management structure holds staff to account on the quality of their teaching over time. Training members of staff meet 1:1 with a dedicated mentor every week to prioritise and quality control all elements of teaching and marking. Many staff who wish to pursue further studies in education at Masters Level receive funding from the school. External online training is completed by all staff on key safeguarding topics through National College Regular MAT-led reviews of all areas of the school to provide feedback and areas for development which are implemented by the school's Leadership Group. 	<p>We invest in our staff and train them to become effective classroom practitioners. We use the latest evidence based research to inform our methods of teaching to ensure learning is maximised. Our work and methodologies is supported by the EEF and the Sutton Trust.</p>	1 2
<u>Support for Early Careers Teachers, Teach First participants and Unqualified Teachers</u> <ul style="list-style-type: none"> Training members of staff are observed twice a week and given targeted feedback to improve their teaching. This is tracked over time. ECTs complete the Ambition programme of CPD through the course of their training. Trainees observe experienced members of staff teach at least once per week to share best practice. In-house professional studies workshops are offered to trainees and focus on key elements of effective teaching. A dedicated in-house Training School works with all departments to improve the quality of teaching and learning through the course of the year. The SENDCo trains staff on the specific needs of SEND students throughout the course of the year. 	<p>Research indicates that highly effective support for ECTs and those new to the profession is highly effective in promoting progress of pupils. We offer extensive and supportive training to all new teachers so that they can become excellent practitioners very quickly. This approach is supported by the EEF research.</p>	1 2

TARGETED ACADEMIC SUPPORT

Budgeted cost: £120,000 (in conjunction with WHTC expenditure)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Personalised Tutoring</u></p> <ul style="list-style-type: none"> • Every student completes a formalised assessment in every subject at least three times through the year. This data is tracked on a department level over time to ensure that progress is made. • Subject Leaders work with the Leadership Group to ensure that timely and decisive action is taken to address underperformance in key areas of the department based on this continuous assessment. • Smaller classes are created for targeted groups of students who are underperforming. • The setting process informs the creation of smaller intervention groups. • Formalised intervention at lunchtime and after school is proscribed for students who need further support. Separate curricular pathways are designed and staffed which allow all students to flourish. 	<p>Research carried out by the EEF on behalf of the DfE showed that effective tutoring can support pupils in making exceptional progress. This was the basis of the National Tutoring Programme.</p>	<p>1 2</p>
<p><u>Vocabulary acquisition</u></p> <ul style="list-style-type: none"> • Each subject has a clear methodology to ensure that students use high level technical vocabulary correctly. • Marking has a clear focus on spelling punctuation and grammar. • Students are provided with reading books to keep 3-4 times a year in Year 7, 8 and 9. • We have added to our reading stock in the library. • Progress in literacy is monitored and shows our students' enjoyment of reading. 	<p>Extensive research has shown that being able to access a wide and varied vocabulary allows pupils to access the curriculum. We focus on this to ensure our disadvantaged pupils can access our full curriculum and make excellent progress.</p>	<p>1 2</p>
<p><u>Additional resources</u></p> <ul style="list-style-type: none"> • Hard copies of key texts and textbooks are purchased for students at every level. Digital licenses are also secured where possible. • Online platforms such as GCSEPod, Kerboodle, Quizlet, Educake and Microsoft Teams ensure that students benefit from tailored and interactive resources which can be accessed from home. • Where necessary, laptops and data cards are given to students without technology at home. • Students have access to a Learning Resource Centre before and after school, as well as during break and lunchtimes to ensure that they can complete homework and extend their learning. 	<p>We know from our experience that our most disadvantaged pupils are the least likely to have additional support or facilities at home. We provide our disadvantaged pupils with all the resources they need to succeed for free. This allows them to access all learning and make excellent progress.</p>	<p>1 2</p>

WIDER STRATEGIES

Budgeted cost: £40,000 (in conjunction with WHTC expenditure)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Additional provision of enrichment activities and careers education</u></p> <ul style="list-style-type: none"> • Mandarin Lessons • Duke of Edinburgh Bronze & Silver Award • LAMDA lessons • Careers Advisory Service • First Story programme • Visiting Speaker Programme • A dedicated in-house member of staff coordinates careers interviews through the course of the year for all students • Specific interview preparation for university is provided to students and they all have the opportunity to complete mock interviews. 	<p>We know from research and experience that disadvantaged pupils are least likely to have access to enrichment outside school. Therefore, we make it a priority that our disadvantaged pupils are able to take part in a wide range of enrichment activities.</p>	<p>5 6</p>
<p><u>Attendance tracking</u></p> <ul style="list-style-type: none"> • <i>Attendance</i> is tracked centrally by a dedicated attendance officer. • Daily and weekly attendance reports are analysed for different groups of students. • A dedicated Year Leader for each cohort of students organises parental meetings if attendance for a specific student falls. These meetings allow support plans for students to be created and for our high expectations to be communicated. • Key messages regarding attendance and punctuality expectations are repeated in assemblies, Tutor Time and lessons. 	<p>Govt. research indicates that Good attendance at school is not just beneficial, it's essential. Attending school is directly linked to improved exam performance which should in turn lead to further learning opportunities and better job prospects. As well as this, going to school helps to develop: friendships; social skills; team values; life skills; cultural awareness; and career pathways.</p>	<p>3</p>
<p><u>Social and emotional support</u></p> <ul style="list-style-type: none"> • The Designated Safeguarding Leads work with students with specific concerns. • Place2Be works with students to provide 1:1 counselling and support for students experiencing a variety of mental health concerns. • A programme of Character, Spiritual, Moral, Social and Cultural content is delivered pastorally through Tutors and assemblies to ensure that students are emotionally literate and supported. • Personal Development is delivered effectively to complement the SMSC programme via taught lessons, tutor time and assembly. 	<p>Offering social and emotional support to those that need it the most will ensure all our most disadvantaged pupils are able to access the full curriculum and maximise their potential.</p>	<p>4</p>
<p><u>Behaviour and routines</u></p> <ul style="list-style-type: none"> • Each year group has a designated Year Leader who ensures that expectations regarding behaviour, attendance, punctuality and attitudes are upheld and that intervention is put into place where necessary. 	<p>Promoting positive attitudes to learning allows our pupils to develop the skills and knowledge and required for success in later life.</p>	<p>4</p>

Total budgeted cost: £ 235,000

PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

PUPIL PREMIUM STRATEGY OUTCOMES

During the previous academic year, the school did not have a Year 11 cohort, and therefore no GCSE outcomes were available through which to evaluate the full impact of the Pupil Premium strategy on end-of-key-stage attainment and progress. While interim measures (including attendance, behaviour, engagement, and progress data across Key Stage 3 and Key Stage 4) have been closely monitored and used to inform ongoing refinements to the strategy, a robust evaluation of impact against published GCSE outcomes has not yet been possible.

The current academic year is the first in which the school has a Year 11 cohort. As a result, Summer 2026 will provide the first opportunity to assess the impact of the Pupil Premium strategy against validated GCSE outcomes, including attainment, English & Maths 4+ and 5+ as well as sustained destinations for disadvantaged pupils. This evaluation will enable a more accurate and meaningful assessment of impact and will inform the next iteration of the Pupil Premium strategy.

ATTENDANCE OF PUPILS

We are pleased that the attendance of Pupil Premium students is closely aligned to the attendance of each cohort.

Year	Attendance: All Students	Attendance: Pupil Premium
7 -11	93% (nat. 91.4%)	92.3% (nat. 86%)

EXTERNALLY PROVIDED PROGRAMMES

The table below shows that pupils from our school took part in last academic year (outside DfE run programmes).

Programme	Provider
The Girls' Network Programme	The Girls' Network Programme
LAMDA	LAMDA
Additional Therapy & Support	Place2Be
Duke of Edinburgh Bronze Award	Duke of Edinburgh
Duke of Edinburgh Silver Award	Duke of Edinburgh
Thrive	Thrive
Your Life You Choose	Brent Local Authority