

## Long Term Strategy for Disadvantaged Pupils.

Studies show that children from disadvantaged backgrounds frequently arrive at school with ground to make up on their peer group, and have not traditionally made that ground up by the end of compulsory education. Simply put, at every tested stage (e.g. end of KS2) disadvantaged pupils' attainment is not as high as their non- disadvantaged peers. At Briary School, we seek to minimise this discrepancy by building opportunities for developing study skills and self-reliance; supporting additional and accelerated learning and encouraging and developing high aspirations for all disadvantaged children. In the most part, this is woven into the fabric of how Briary School operates, and is reflected in our school GOALS ethos. Some parts of this strategy will be supported by the funding from the Pupil Premium Grant, and these are discussed individually below in the section titled 'We use the funding in the following ways'.

### Areas targeted for specific monitoring of disadvantaged pupils.

Area	Target	Expected Impact	Actions in school
<b>Attendance and punctuality</b>	<ul style="list-style-type: none"> <li>95% + attendance is required to ensure accelerated learning is effective.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils attendance improves, and attendance at interventions is 100%</li> <li>PP children narrow the attainment difference by 25% per annum</li> </ul>	<ul style="list-style-type: none"> <li>The School FLO continually monitors attendance, as part of the Action 95 project, and offers access to Early Help and other support systems. In cases where the support is ineffective, legal action may be taken.</li> </ul>
<b>Learning Skills and Personal monitoring.</b>	<ul style="list-style-type: none"> <li>All to children to have the learning skills that will enable them to fulfill their potential.</li> <li>All children able to monitor, and self-regulate, their behaviour and emotions.</li> <li>90% of children who have needed additional support from the Pastoral Support Team to achieve full Golden Time in the following week.</li> </ul>	<ul style="list-style-type: none"> <li>All children maximising learning time</li> <li>Improvement in well-being and self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>Additional emotional and behavioural support is provided by the Pastoral Support Team.</li> <li>Personal mentors support children undergoing a difficult period inside or outside of school, using a range of strategies.</li> </ul>
<b>Attainment</b>	<ul style="list-style-type: none"> <li>The Govt. directs that all children who do not have a specific learning difficulty are targeted to be at expected standard (EXS) by the end of Y6</li> <li>33% of children working towards EXS move to 'on track for EXS' each year.</li> <li>The attainment difference between Pupil Premium children and non-Pupil Premium children is narrowed by 25% each year.</li> </ul>	<ul style="list-style-type: none"> <li>Overtime, the difference between the attainment and progress of disadvantaged and non-disadvantaged will be reduced until insignificant.</li> </ul>	<ul style="list-style-type: none"> <li>Quality First Teaching</li> <li>Provision of additional, targeted intervention teaching to address specific gaps in learning including, for example, precision teaching, Speech and Language, phonics and social skills.</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>Ensure all children have as wide a range of life-experiences as possible.</li> <li>Ensure that no child's ability to access or understand the curriculum and learning in class is limited by restricted access to experiences that most other children would have had.</li> </ul>	All children able to understand and be able to relate to information presented in class on an equal footing.	Extra-curricular clubs provided for  No fee (or reduced cost) for trips, workshops and residential visits.