



## Information about the Pupil Premium Grant

2018/9

### 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 secondary school. 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 difference by widening horizons and raising aspirations. We build opportunities for to develop study skills and independence; we support additional and accelerated learning to encourage and develop 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 '[How do we spend the Pupil Premium Grant?](#)'.

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

Target	Actions in school	Expected Impact
<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>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>	<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>
<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 fulfil 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>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>	<ul style="list-style-type: none"> <li>All children maximising learning time</li> <li>Improvement in well-being and self-esteem</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> </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>	<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>The attainment difference between Pupil Premium children and non-Pupil Premium children is narrowed by 25% each year.</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>	<p>Extra-curricular clubs provided for</p> <p>No fee (or reduced cost) for trips, workshops and residential visits.</p>	<p>All children able to understand and be able to relate to information presented in class on an equal footing.</p>