

Brandesburton Primary School



It is a fact that the progress and attainment of disadvantaged pupils in the UK falls dramatically short of their more advantaged peers and the picture within the East Riding mirrors that of the rest of the country. In order to redress this imbalance, the Local Authority has introduced a clearly focused drive to raise the attainment of disadvantaged pupils. Under the heading of 'ASPIRE' (Aspire, Secure, Provide, Intervene, Respond, Evaluate), we have signed up to a 'disadvantage charter', designed to improve outcomes for disadvantaged pupils. To support and encourage this vital work, we will attend Local Authority 'ASPIRE' CPD events and use supporting documentation to raise awareness and improve the outcomes for these pupils.

How the Plan Works

We believe in working in partnership with all those involved in educating our pupils and our pupils themselves. By working together we are confident that we will achieve the improvements we intend to secure.

This document details our school priorities. It details our response to school and locally agreed needs, as well as nationally identified priorities for disadvantaged pupils. All stakeholders have contributed to the writing of this plan to ensure it encompasses our whole school vision.

We are committed to ensuring we continue to raise performance and that disadvantaged children continue to improve their skills to become independent learners. We believe that if the best environment and ethos are in place, pupils will continue to make sustained progress.

We will demonstrate our commitment to progress and will measure our successes with a process of self-evaluation that is supported at all levels. Governors, parents and pupils have an important part to play in helping the SLT and teaching and support staff to bring out the best in everyone.

By providing strong, cohesive and effective leadership, a clear direction on improving standards, provision and achievement will be maintained.

Definition

A pupil is defined as disadvantaged in performance tables if they have been either: eligible for free school meals at any point in the last 6 years (FSM6); looked after continuously for one day or more (CLA) or adopted from care (post-LAC). The Pupil Premium Grant is provided to schools to support the attainment and progress of disadvantaged children - as defined above - and the children who have had a parent in the armed forces at any point in the last 5 years (Ever5 Service Child) or are in receipt of a child pension from the Ministry of Defence.

Designated 'Disadvantage Champion' – Mrs D Plant/Mrs J Ledingham, SENDco – Mrs K Platten

Pupil Premium 3 Year Action Plan

1. Summary information
School Brandesburton Primary School
Headteacher Mrs J Ledingham
Academic Years 2019 Sept – 2021 Sept
Chair of Governors Mr P White
Link Governor Mrs S Gray

2. Barriers to future attainment (for pupils eligible for PP)	
Barriers	
A.	Behaviour & emotional issues of some pupils are having detrimental effects on outcomes. Some pupils are having difficulty in expressing themselves orally. Some need to develop resilience when solving open ended problems.
B.	Social inequalities/issues for some pupils are having detrimental effects on outcomes.
C.	Pupils comprehension skills need further development. For some pupils their reading pace impacts on their comprehension skills, leaving limited time to respond

3. Outcomes					
Desired outcome	Actions / approaches	Evidence and rationale for this choice?	Monitoring / evaluation?	Lead?	Review date?
Governors will challenge leaders about variations in outcomes between disadvantaged and other pupils	Data reviews: half termly. Agree annual monitoring and evaluation calendar including learning walks, pupil discussion and classroom visits. Stakeholder feedback gained. Governor training attended- ASP, FFT.	Rigorous and systematic challenge will support our uncompromising drive from all leaders	Sub Committee to challenge evidence detailed in evaluation documents. Policies and procedures adhered to.	SG	Half termly.
Pupils demonstrate high levels of engagement with work that is challenging and meets needs as appropriate	Teaching is never less than good with outstanding teaching seen consistently in a greater number of sessions CPD provided Planned moderation Triangulation of data, work, pupil voice Consistent and clearly communicated expectations given to pupils and parents	To increase aspiration and thus independence of learning, leading to improved outcomes	Progress of PP children will be a key performance appraisal objective HT report to governors LA evaluation – IP visits Stakeholder feedback Pupil voice	JL, DP	Termly
The attainment of PP children is similar to, or improving, in relation to those of non-pupil premium children nationally and within school	Accurate and deep data analysis. Thorough ongoing TA. Focussed and challenging target setting. Pupils and parents have a clear understanding of expectations and next steps. Effective day to day differentiation. TA's will be trained in practices to provide stretch and perseverance.	We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.	Termly tracking Triangulation activities – work, data, pupil voice. Governor monitoring.	JL, DP, KP	Termly
From each different starting point, the proportions of pupils making and exceeding expected progress in English and maths will increase.	SLT to support staff in identifying need and the ways to address this. A programme of coaching and mentoring will be used to ensure quality first teaching is the very best it can be. External and internal moderation. Delivery of high quality interventions, including 'aspiration' interventions. Implementation of core offer. Reciprocal reading groups to focus on comprehension Homework club	Extra support can maintain increased rates of progress, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Progress monitoring Triangulation activities – work, data, pupil voice. Governor monitoring. Stakeholder feedback Pupil voice	JL, DP, KP	Half termly
Attendance data for Pupil Premium children compares favourably with non PP children both nationally and school.	HT, EWO and with support from our PSA - collaborate to ensure new provision and standard school processes work smoothly together. Parents will be made aware of the attendance action plan and will have accessed EWO support as appropriate. Monitor pupils and follow up quickly on absences. First day response provision. Whole school action plan.	NfER briefing for school leaders identifies addressing attendance as a key step.	Half termly monitoring of attendance reported to PW	JL, DP, KT, KP	Half termly

<p>To ensure support is given to develop positive attitudes to learning - Including resilience, concentration and confidence</p>	<p>Fund additional NN/HLTA support to lead chat and chill club. NN/HLTA support to lead social skills groups to support social, emotional and friendship issues. Secure a proportion of the cost of the PSA to support with emotional wellbeing for most vulnerable families and to support action plans. Provide curriculum enrichment. Club offer.</p>	<p>Emotional, social or friendship issues have become barriers to achievement and progress being made.</p>	<p>Governor monitoring HT report to governors Multi agency feedback Pupil voice/surveys Chat and Chill ambassador meetings</p>	<p>KP, DP, SG</p>	<p>Termly</p>
<p>To provide curriculum enrichment to widen opportunities available for all pupils, thus having a positive effect on attitudes to school. All children have equal opportunities.</p>	<p>Provide a broad and balanced curriculum that makes links between subjects and to real life experiences. Develop the enterprise curriculum. Fund access to educational resources, extra-curricular activities, e.g. sport clubs, visits, residential.</p>	<p>This is identified within our equality policy/scheme.</p>	<p>Governor monitoring HT report to governors Stakeholder feedback Attendance logs</p>	<p>JL, All</p>	<p>Ongoing</p>
<p>Raise aspiration and reduce barriers</p>	<p>BCC and HSLC/PSA to support families identified by school or self-referred. Families supported to gain financial and medical support. 2018/19 Participation in LA careers pilot. Pupils will have access to a range of cultural experiences. Source and fund additional CPD to upskill staff.</p>	<p>Welfare, emotional, and safeguarding barriers are minimised, enabling children eligible for Pupil Premium funding to achieve as well as their peers.</p>	<p>Curriculum planning Governor monitoring HT report to governors Parent and pupil feedback</p>	<p>JL, KP</p>	<p>Ongoing</p>