



# Pupil premium Action Plan

1. Summary information					
School	Bricknell Primary School				
Academic Year	2023/24	Total PP budget	£108,961	Date of most recent PP Review	July 2021
Total number of pupils	677	Number of pupils eligible for PP	72	Date for next internal review of this strategy	Spring 2024

2. Progress by the end of KS2 2022-23		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (other)</i>
70% achieved ARE in Reading (National 73%) 90%*	10	80
% achieved ARE in Writing (National 71%) 90%*	10	80
% achieved ARE in Maths (National 73%) 90%*	10	80
<ul style="list-style-type: none"> <li>excluding two pupils in the resourced provision</li> </ul>		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	PP attendance figures nationally and in school fall below averages for all and other pupils, amongst low and mid attaining pupils
<b>B.</b>	PP attainment figures are consistently higher than national. There is a narrowing gap with the 'school other' group that requires a constant focus
<b>C.</b>	PP engagement with activities outside of school/access to broader cultural experiences is below that of 'other' pupils. This limits cultural capital and confidence
<b>External barriers</b>	

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Ensure attendance figures are in line with national expectations for all pupils across the school through a designated pastoral support team including a Head of House, emotional welfare and behaviour lead and school councillor.	Pupils eligible for PP across the school will have attendance figures that are in line with non-pupil premium figures
<b>B.</b>	To provide a high quality programme of catch up and intervention for all pupil premium pupils who are required to narrow the gap in attainment.	Pupils eligible for PP across the school to narrow the attainment gap and attain at the level of their peers by the Summer term

C.	Improve engagement with extra curricular activity.	All PP pupils to engage with extra curricular provision during the course of the year
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**5. Planned expenditure**

<b>Academic year</b>	<b>2022-23</b>
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Ensure attendance figures are in line with national expectations for all pupils across the school through a designated pastoral support team including emotional welfare, attendance lead, behaviour lead and additional outside agency support (Advotalk, Rise Academy etc).	Daily and weekly tracking of pupils by designated attendance lead to ensure all children and their families have access to support in getting their children to school.	Through removing barriers, the school has successfully supported children in ensuring their attendance improves. This has resulted in greater attainment and progress being made as a result.	<p>Daily phone calls home for all absentees.</p> <p>Weekly Attendance Lead updates to ensure engagement with parents.</p> <p>Mentors in place where required.</p> <p>Tracking through the Green Standard Reflection which takes place weekly.</p> <p>A team of adults (including ELSAs) will be allocated to pupils identified as requiring social and emotional support</p>	<p>N Waites</p> <p>M Mullen/V Chapman</p> <p>F.Littleproud</p> <p>ELSAs</p> <p>Jackie Ombler (School Nurse)</p>	Termly
<b>Total budgeted cost</b>					

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To provide a high quality programme of intervention for all pupil premium pupils who have gaps in their learning or have fallen behind their peers.	Tracking of attainment and progress data for all pupil premium pupils matched by additional provision for pupils identified as requiring additional support	<p>Through accurately identifying pupils who have gaps in their learning and putting adequate support in place, the school has always provided targeted intervention packages.</p> <p>This has resulted in greater attainment and progress being made. Despite the additional provision of the catch-up curriculum 2021-22, still have a number of gaps in their knowledge and resilience. This is evident in some areas of the school, especially the percentage of PP pupils passing the MTC in Year 4.</p>	<p>Baseline and termly assessment to track pupil performance.</p> <p>Targeted intervention packages put in place to narrow the gaps in learning for PP pupils.</p> <p>Additional members of teaching staff employed in KS1 and KS2 to deliver recovery sessions and interventions.</p> <p>Precision teaching.</p> <p>High quality teaching and support which will be monitored by Phase Leaders.</p>	<p>M.Mullen</p> <p>Class teachers</p> <p>N.Waites</p> <p>Phase Leaders</p>	Termly
<b>Total budgeted cost</b>					

### iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve engagement with extra curricular activity.</p>	<p>Monitor the percentage of PP pupils engaging with extra curricular activities</p> <p>Carry out pupil voice in order to understand the reasons for not engaging with extra curricular provision</p>	<p>As part of the Aspiration Curriculum, the school places high value on pupils engaging with extra-curricular activities to increase their cultural capital.</p> <p>Engagement with different activities, pupils gain greater confidence and develop more resilience to take on new challenges</p>	<p>Attendance monitoring</p> <p>Pupil voice</p> <p>Parental questionnaires</p> <p>Case studies</p>	<p>M Mullen</p> <p>Class teachers</p> <p>Phase Leaders</p> <p>Hannah Stannard</p>	<p>Termly</p>