

Academy Name: Brimsdown Primary School

Headteacher: Daniella Lang

Year: 2018/2019

School Improvement Context: This RAP is a working document used to set priorities and monitor progress throughout the year. We are an ambitious school and we have high expectations for all our children and staff. We wish to be outstanding in all aspects of our work. This plan is underpinned by detailed plans for each subject/curriculum area. Brimsdown Primary School is an deprived area which presents its own challenges. In July 2016 Ofsted Judge the school as 'Good with Outstanding features'. The School is currently judges itself 'good' in all areas and our overarching aim is to be an outstanding school to which all staff and children are proud to belong.

#### Key to RAG Rating

Green= Outcomes Secure	Completed or on track to be completed as planned	<b>Key to those appearing in plan:</b> <b>DL</b> Dani Lang <b>EP</b> Eleanor Painter <b>HK</b> Helen Kocaemir <b>LoLs</b> Leaders of Learning <b>ALs</b> Achievement Leaders <b>SLT</b> Senior Leadership Team <b>NB</b> Nancy Bent <b>EWO</b> Educational Welfare Officer <b>MS</b> Marina Sophocleous <b>KS</b> Katy Sharpe <b>GH</b> Gemma Henman <b>LM</b> Louise Marshall <b>AD</b> Antonia Demetriou <b>OK</b> Ozden Karova <b>ST</b> Seda Toyer <b>PV</b> Paul Venus <b>Gov</b> Governors <b>MP</b> Michelle Porter <b>EMc</b> Evelyn Mcsweeny <b>LO</b> Lauriane O shea <b>DLe</b> Dani LeBrun <b>SS</b> site staff <b>JF</b> – Jeniene Fordham
Amber= Outcomes Secure	No risk to completion but amended due to mobility (or other reason) to ensure outcomes achieved	
Red= Outcomes at Risk	Risk to outcomes being achieved and therefore contingency plans will need to be implemented	

#### Leadership and Management

##### Key Prioritises:

- Ensure the most able, especially disadvantaged, are making at least good progress and that data is at least in line with national at the end of each key stage –see outcomes for pupils.
- Ensure middle leaders understand and demonstrate the impact of their role.
- Improve the tracking of interventions across the school so that impact can be seen.

Specific Actions	When / Timescale	Who Initials / title	Budget/ Resource Implication	Monitoring by whom how often	Success Criteria	Specific Milestones			
						Baseline	Aut	Spr	Sum
Change in data report format which shows clear progress and attainment figures	Reports; Autumn 1 Spring 1 Summer 1	EP HK	Leadership time	SLT line manager checks action plan with middle leader termly	100% Middle leaders accurately identify gaps within own area (subject/year group) and create effective action plan to address gaps. With a focus on the more able to show progress	31%	100% with support	100% minimal support	100% independ.
							Actual goes here	Actual goes here	Actual goes here

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Extended SLT on a termly basis	Autumn 2 Spring 2 Summer 2	DL	Leadership time	SLT line manager checks action plan with middle leader termly	100% Middle leaders accurately identify gaps within own area (subject/year group) and create effective action plan to address gaps. With a focus on the more able to show progress	31%	100% with support	100% minimal support	100% independ.
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**Teaching, Learning and Assessment**

Key Priorities:

- Plan and ask more directed questions to key groups (e.g. more able) to move learning on more rapidly during lessons.
- Ensure the most able, especially disadvantaged, are making at least good progress and that data is at least in line with national at the end of each key stage.
- All Staff are confident and skilled at teaching English and maths across the school.

Specific Actions	When / Timescale	Who Initials / title	Budget/ Resource Implication	Monitoring by whom how often	Success Criteria	Specific Milestones			
						Baseline	Aut 1	Spr 1	Sum 1
<p>Increase the percentage of good and better teaching, developing quality first teaching for all</p> <ul style="list-style-type: none"> <li>- Smaller class sizes in KS2</li> <li>- Additional teachers, teach first, Hirbie deaf instructors, SLT to support EYFS, NQTs, Teach first, schools direct, nurture staff.</li> <li>- AL responsible for pupil premium.</li> </ul>	Termly learning reviews	ALS SLT	£298,579	SLT Gov	<p>100% of lessons observed/ books monitored are good or better, showing clear progress</p> <ul style="list-style-type: none"> <li>- Progress in lesson and in books</li> <li>- Higher ability children making good progress</li> <li>- High level use of vocabulary</li> <li>- Differentiated targeted questions and explanations</li> </ul>	<p>July: 100% Good or better</p>	<p>86% good or better Outstand 30%</p> <p>78%</p>	<p>96% good or better Outstand 40%</p> <p>93% Good+ 43% outstanding</p>	<p>96% good or better Outstand 40%</p> <p>53% Good+ 50% outstanding</p>
<p>Invest in: -high quality schemes of work: RWI DSR Maths no problem, Fresh Start. - invest in learning resources for foundation subjects – including ICT.</p>	Yearly subscriptions	SLT ALS	£24,500	GH EP	<p>KS2, KS1 and EYFS PPG match All other children</p> <p>No in year gaps opening in EYFS, KS1, KS2</p>	<p>KS2 (2018) R +2 (+1%) W +3 (+2%) M +2 (-10%)</p> <p>KS1 R -4 (-13%) W +7 (-10%) M +8 (-14%) All -</p>	<p>R - +2 W +2 M +2</p>	<p>R - +2 W +3 - 0 M +2 - -1</p> <p>R - 0 - +9 W +7 - +2 M +8 - +1</p>	<p>R - +2 W +3 M +2</p> <p>R - 0 W +2 M +1</p>

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						EYFS +1 %	54% (-2) 45% 68% EYFS +1 %	EYFS +1 % 41%	EYFS -5%
-invest in CPD including: - RWI refreshers - Support staff in RWI lessons - Lesson study for MNP to improve on practise	Termly	SLT ALS	From figure above	GH EP DL HK	See above				
<b>Specific Actions</b> Continue with MNP and Lit and Lang Less experienced teachers to observe/team teach with ALs ALs to help with planning and support Book moderations – SLT termly and ALs weekly Easter school to have a maths group GH to pull out LA pupil premium children for maths New streamed English groups in year 6 Year 2 AL to continue to support with planning of writing and maths Year 2 AL to model teaching of English and Maths.					<b>Evaluation</b> Need to support NQT and Teach First more More support and booster groups for children				

**Personal Development and Welfare (Including Behaviour and Attendance)**

Key Prioritises:

- Ensure pupils and families value their education and are punctual and prepared for school.
- Improve attendance to match national statistics
- To ensure pupil experience wider opportunities beyond the classroom

Specific Actions	When / Timescale	Who Initials / title	Budget/ Resource Implication	Monitoring by whom how often	Success Criteria	Specific Milestones			
						Baseline	Aut 1	Spr 1	Sum 1
To support emotional well-being of identified pupils across the school - Parent support officer - Nurture Group - SLT to support with attendance	As needed	MS LO EP	£24,318	EP DL	Progress of children in Nurture group in –line with their peers Attendance of pupil premium children in line with national average - see below	N - TBC	N - TBC	N – TBC  (Ask Laurane)	N - TBC
EWO to have an in-school attendance clinic every Friday to	Every Friday	EWO MS	£6140	EP	Persistence absence to match national figures	Last year 12%	11% 15%	9% 22%	7% 14%

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<i>mointor absence and meet with families at risk of low attendance</i>		EP			<i>PP attendance to be in line with national average</i>	93%	96%	94%	94%
<i>Everday free breakfast offer</i>								94%	
<i>Enabling Enterprise for targeted trips</i> <i>Townie group for enterprise ideas</i> <i>Subserdiesd after school activities</i> <i>Hardship funds</i>	Half termly	GH MS EP	£10,000	EP DL	<i>KS2, KS1 and EYFS PPG match All other children</i>  <i>No in year gaps opening in EYFS, KS1, KS2</i>	<i>KS2 (2018)</i> R +2 (+1%) W +3 (+2%) M +2 (-10%)  <i>KS1</i> R -4 (-13%) W +7 (-10%) M +8 (-14%)  <i>EYFS +1 %</i>	R - +2 W +3 M +2  R - 2 W +7 M +8  EYFS +1 %	R - +2- +4 W +3 - 0 M +2 - -1  R - 0 - +9 W +7- +2 M +8 - +1  EYFS +1 % 36%	R - +2 W +1.5 M +2  R - 0 W +7 M +8  EYFS -7 %
<i>To ensure parents of children who are PPG and EAL have opportunity to learn English – ESOL classes</i>	Weekly	MS	£500	DL	<i>No in year gaps opening in EYFS, KS1, KS2</i>	<i>See above</i>			
<i>Specific Actions</i> <i>Incentives for 100% attendance- prizes</i> <i>Teachers to promote attendance in class</i> <i>Marina to chase up persistant absences</i> <i>PP children with poor attendance to go to EE trips to promote good attendance</i> <i>Activity list? 100 things to do.. Ivy Trust</i> <i>Speak with parents of children with persistant absences</i> <i>WOW days specifically placed</i> <i>Classes to arrange more free trips/ hook days</i>					<i>Evaluation:</i> <i>Enabling enterprise incentive</i>				

**Outcomes for Pupils**

Key Priority:

- Accelerated progress for PPG pupils across the school
- Ensure reading avidly for pleasure
- Ensure reading, writing and maths gaps close across the school

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Specific Actions	When / Timescale	Who Initials / title	Budget/ Resource Implication	Monitoring by whom how often	Success Criteria	Specific Milestones							
						Baseline	Aut 1	Spr 1	Sum 1				
EYFS to show outstanding progress from nursery to the end of reception	Termly	LM, KS	AL cover	KS EP	End of nursery to PPG increase % on track to 65%	10%	20%	40%	60%				
	Termly	KS	None	KS EP DL	End of reception PPG to match or be better than all other children in GLD	(63% 2018) +1%		-10%	-5%				
					Year 1 PPG phonics data in line or better than national standards (83%)	30% (79% 2018)	50%	70%	82%				
					Year 2 PPG phonics re-take in line national or better (92%)	84%	70%	80%	88%				
Using quality first teaching to close the gap between disadvantaged and national in KS1  - Year 2 : 1:1 readers - identify children and time slot with TA to target PPG behind – Discuss with AL - AM	Termly	AD OK HK ST GH EP	AL cover	EP HK ST DL PV Govs	By the end of year 1 PPG children to be on track for KS1 expectations - combined	Matched 63% GLD	54.7%	60%	65%				
					By the end of KS1 to be in line or better than national standards for R,W and M. Combined figure will ensure this. – Current focus reading	KS1 R -4 (-13%) W +7 (10%) M +8 (14%)	R -2(13%) W+7(10%) M +8(14%) (3)	R 0(13%) W+7(10%) M +8(14%)	R 0 (13%) W+6(10%) M - +8(14%)				
Using quality first teaching to close the gap between disadvantaged and national in KS2:  - Year 3 - Year 4 - Year 5 - Year 6	Termly	MP GH EP	AL cover	EP PV DL Govs	By the end KS2 to be in line or better than national standards for R,W and M combined will ensure this.	60%	70% 68%	75%	75%				
					FFT top 20% prediction	51% 55% 71% 65%	55% -31% 60% 73%-48% 70%	58% - 39 64% - 52 76% - 67 72% - 66	60% 68% 76% 72%				
To ensure high attainers make progress in line with national data (from fisher family trust progress top 20%)	Termly	MP AD KS EP		EP DL Gov PV	25 children to score 112 scaled score or above by end of KS2	-1.8 progress	10 children (7)	18 children 6 children	25 children 10 children				
					10 children to be 'higher' at the end of KS1	5 children	2 Children 3	5 Children 5 children	10 Children 6 children				
					8 children to be exceeding at the end of EYFS	0 children	4 children	6 children	8 Children 0 children				

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<p><i>Actions taken:</i></p> <ul style="list-style-type: none"><li>• Year 2 1:1 readers monitor until half term – have they made progress?</li><li>• Year 3 have a big pupil premium gap in maths - so AL to put in same arrangement as last year with LA going to most experience teacher during maths lessons</li><li>• Year 4 writing gap -</li><li>• Gap analysis needed for year 3 and 4</li><li>• Year 1 and reception look for gaps around Autumn 2</li><li>• Seda to run year 3 booster groups for PP children in maths and English</li><li>• GTA to cover class so that class teachers can conference PP children.</li><li>• Book corners to be made inviting</li><li>• New books for book corners with appropriate reading material</li><li>• Year 4 to go on an enabling enterprise trip???</li><li>• GH to run a booster group in year 3</li><li>• Derek to help promote reading</li><li>• Wow days to focus in on different skills</li></ul>	<p><i>Evaluation:</i></p> <p>Year 6 readers to read with year 1 and year 2</p>
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