Pupil Premium:

Main Barriers to Learning for our Pupils



Jericho Primary School

**2019**

**2020**

# The Main Barriers to Learning for our Pupils

Barriers for learning are identified for each child in our school, with a specific focus on our disadvantaged children. Barriers to learning and individual data is used to identify the specific needs of each pupil. We make use of researched strategies, including EEF and NFER, to overcome barriers.

Issues are seen as barriers to be overcome - not excuses for poor attainment or lack of progress.

Barriers to learning are identified for all of our children, including our disadvantaged pupils. Barriers to learning are identified from rigorous data analysis (as well as an understanding of our school’s context) and are addressed as priorities in both our development plan and separate ‘Pupil Premium’ action plan. All staff are made aware of ‘barriers for learning’ for individual pupils. Risk factors for underperformance for our school have been identified

Barriers and challenges faced by some of our disadvantaged pupils are many and varied and they often increase in complexity as the children get older. Please find a non-exhaustive list of the main barriers our children face below:

* Parental Support – complex home issues such as mental health, domestic violence, , unemployment, substance abuse, engagement with school / external agencies and limited support in learning at home
* Immature development socially, emotionally and physically
* Poor self-esteem/lack of confidence (children and parents) resulting in low expectations and aspirations and resilience in learning
* Some children affected by limited life experiences and access to everyday opportunities due to rural isolation.
* Limited involvement in school and poor attendance and punctuality
* High proportion of complex additional special educational needs – this impacts on the family as a whole and as a result learning needs are not always met / supported. Currently 27% of PP children have additional SEN needs.
* Emotional Resilience – Mental health and emotional wellbeing across the age groups
* Complex family situations where children act as carers for siblings with additional needs.
* Poor Early language/communication skills
* Reading – Decoding and Comprehension are both barriers as is children’s stamina to read at length –
* Reading – Decoding and Comprehension are both barriers as is children’s stamina to read at length. This along with fluency means that this is a key target area for PP children. 25% of the PP children are currently below their age related expectation.
* Writing is a key issue for PP children. At present 41% of PP children are currently below their age related expectation. 9.4% are significantly below ARE. Barriers in writing include – spelling, grammar and punctuation and choosing and using vocabulary.
* Personal development – emotional literacy, building trusting relationships and having high aspirations of themselves.
* Early reading, writing and mathematics is a key area. Children’s starting point in all areas is significantly well below that expected of other children nationally. Although children made good progress they did not catch up to age related expectations. A key focus within KS1 will be accelerating progress to diminish this difference.

# Our Objectives for Pupil Premium

In 2018/2019 the governing body implemented a pupil premium policy to help direct funding. This guides the objectives for Pupil Premium spending.

1. The pupil premium funding will be used to provide additional educational support to improve the progress and to raise the standard of achievement for pupils disadvantaged by barriers to learning.
2. The funding will be used to narrow and close the gap thus ‘diminishing the difference’ between the achievement of these pupils and their peers.
3. In line with its Equal Opportunities Policy the school will use the additional funding to address any underlying inequalities between pupils eligible for pupil premium which causes potential barriers to learning and others.
4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

# Our 2018/19 Priorities

As a school, we have identified six main target areas to help ‘diminish the differences’ between disadvantaged and non-disadvantaged pupils in 2019/2020. These are listed below and are integral to our 2019/2020 pupils premium spending.

* Close the attainment gap at GLD/Target pupils transitioning from EYFS to Year 1.
* Reduce the differences in attainment between disadvantaged and all pupils across the school;
* To sustain the proportion of children making expected (sufficient) progress and the % of children at ARE from their starting points.
* To improve curriculum engagement and aspiration for disadvantaged pupils.
* To increase resilience, prevention and early intervention for the mental wellbeing of children across the school.
* Disadvantaged Children Increase independent and continue to focus on diminishing the difference between groups
* The attendance of PP children improves: Attendance for all children continues to show the sustained improvement over 2019/2020 both persistently absence and late.