



Pupil Premium – Barriers to Learning Identified for 2017-2018

Barrier / Evidence	Actions	Rationale	Impact Measures
<p>1. Low level of communication and language skills on entry to school.</p> <p>On entry 2016-17 to Nursery Listening and Attention – 82% below expected levels; Understanding 70% below expected levels; Speaking 82% below expected levels. Within each % a significant proportion of the children are displaying CAL skills that demonstrate it is an area which is undoubtedly presenting as a barrier to their learning.</p>	<ul style="list-style-type: none"> • Additional hours in the Nursery increasing from 15 hours to 25 hours per week. • Whole school to follow SFA programme (Nursery up to Y6) which promotes partner learning and communication skills. • Staff to engage in parent partnership project to enhance parental skills to support children's learning in the home. • School to invest in providing 2 Year Old provision. 	<ul style="list-style-type: none"> • Children need more access to a language rich environment where they can hear and use a wider range of vocabulary and hear Standard English spoken. • SFA Programme has language and communication skills embedded throughout and the trial year group classes – Reception and KS1 – showed its positive impact on the children's speech. • Our children will make more progress if they are supported by parents who understand what and how to help their children learn successfully and are also shown what a positive impact they can have on their child's development. • Children who are settled and happy within a school environment make more progress. 	<ul style="list-style-type: none"> • Progress in CAL for Nursery children. • Lesson observations. • Progress in reading and writing. • GLD %. • PEEPS Project Data • Progress data for Early Years.
<p>2. Reading is a concern due to lower percentage achieving required standard in KS2,</p>	<ul style="list-style-type: none"> • Additional Literacy Teacher in Y6 • Reading / SPAG Intervention • Reading Improvement Project with NEAT • Purchasing new reading scheme 	<ul style="list-style-type: none"> • The Y6 children need to achieve their full potential and the range of ability within the cohort means that all children can be coached and guided to be the best they can be. The literacy co-ordinator's expertise are essential 	<ul style="list-style-type: none"> • KS2 SATs results (May'18) • Progress trackers for Reading • Reading Tests across

<p>2017 compared to 2016. KS2 SATs results 2017 – 53% 2016 – 73%</p>	<p>books for Key Stage Two.</p>	<p>for our children.</p> <ul style="list-style-type: none"> To achieve the National Average our children continue to require a very structured approach to grammar and spelling. The children require programmes and lessons to be delivered daily and additional support is needed to plug any gaps in children’s knowledge. 	<p>the school to generate reading ages for all children Y1-Y6 (PIRA)</p> <ul style="list-style-type: none"> Spelling Age Tests
<p>3. Attendance / Persistent Absentees</p> <p>2016-17 Attendance was 93.1%</p>	<ul style="list-style-type: none"> Primary Welfare Officer / Attendance Officer Attendance Bus (Tyneview / West Walker initiative) Pupil Incentives – Newcastle United Parent Incentives – Voucher scheme Attendance trips / outings 100% attendance celebration display Intensive Family Support Worker 	<ul style="list-style-type: none"> Persistent non-attendance remains a concern. The school needs to continue to engage with these families and provide them with a transport facility which ensures children can be brought into school. School to ensure the NEAT Attendance Officer phones / makes home visits for all unauthorised absences of children on the PA list. There is a clear link between attendance and progress with PNA making less progress than those children who attend school more than 95%. Attendance monitoring contracts also need to be distributed and legal action pursued when required. 	<ul style="list-style-type: none"> Attendance % Case Studies Nos of legal referrals Persistent absentee cross referencing document
<p>4. Home / School Relationships – lack of parental engagement.</p>	<ul style="list-style-type: none"> Primary Welfare Officer PEEPs Programme in Nursery School to invest in providing 2 Year Old Provision. Intensive Family Support Worker 	<ul style="list-style-type: none"> Some families continue to have anxiety around engagement with school (often due to their own experiences of the education system) and they are happier to engage with someone who is not a teacher. Parents need access to training sessions to ensure they feel able to support their child’s learning in the home. EHP meetings are often attended by the PWO and the SENCo. 	<ul style="list-style-type: none"> Case Studies EHPs PEEPs Data EYs progress data

<p>5. Homework support from home.</p>	<p>Easter SATs School Homework Club 1:1 tuition Tuition Buddies</p>	<ul style="list-style-type: none"> • Children often have little or no access to learning resources such as paper and pencils. • Parents can lack knowledge of the curriculum and so feel unable to support their children. • Chaotic lifestyles can mean that homework is lost or misplaced regularly. • Past year have shown that 1:1 tuition improves the progress made by the individuals who access it. 	<ul style="list-style-type: none"> • Attendance registers • Homework records • SATs results (May'17)
<p>6. To improve progress in all year groups.</p>	<ul style="list-style-type: none"> • TAs in class for literacy and maths every day. • Teachers to use Blue Books 	<ul style="list-style-type: none"> • Wide range of abilities within each year group and additional support enables the less able to be supported and the more able children can have their learning extended. • Individuals or groups of children can struggle to retain or grasp new concepts in lessons and could benefit from further reinforcement of a concept or pre-teaching of vocabulary to ensure they continue to make good / outstanding progress. 	<ul style="list-style-type: none"> • Progress monitoring data.
<p>7. Boys' progress within the Early Years and Key Stage One is less than girls.</p>	<ul style="list-style-type: none"> • NEAT Project on Continuous Provision to be carried out. • Opportunities for boy's interests to be embedded into the learning environment to be identified. • Staff to use interactive learning to engage boys. 	<ul style="list-style-type: none"> • Boys' progress is not as successful as girl's progress – this is identifiable from progress data and Early Year's baseline results. 	<ul style="list-style-type: none"> • Continuous Provision planning with gap analysis information determining type of provision on offer in Early Years. • Progress monitoring through new Data Tracker system. • Use of PIXL in Key Stage One.
<p>8. Healthy diet is not always available in our pupils' homes.</p>	<ul style="list-style-type: none"> • Provide funding for the weekly Cooking Club. 	<ul style="list-style-type: none"> • If children are taught how to cook and make well balanced healthy, fresh food from scratch 	<ul style="list-style-type: none"> • Pupil restaurant afternoon.

<p>The school's obesity percentage is higher than the national average.</p>		<p>then they can utilise their new skills in the home.</p> <ul style="list-style-type: none"> • Children will be able to try new types of foods and will be encouraged to widen their food choices in and out of school. 	<ul style="list-style-type: none"> • Attendance registers. • Photographs. • Pupil / Parent feedback.
<p>9. Poverty – the majority of our pupils reside within our countries 30% areas of highest deprivation. Our Pupil Premium is 55% and our FSM 46% .</p>	<ul style="list-style-type: none"> • School to invest in Poverty Proofing the school day for our pupils. 	<ul style="list-style-type: none"> • The aim of Poverty Proofing the School Day is to remove the barriers to learning which exist because of the impacts of living in poverty. • Children feel more able to overcome barriers to learning when the stigmatization around poverty in schools is reduced. • Pupil Premium investment needs to be used effectively to reduce barriers to learning. 	<ul style="list-style-type: none"> • Poverty Proofing Action Plan, Report and Evaluation. • Attendance. • Attainment. • Pupil Voice • Parent Voice.

A review of the 2017-18 Pupil Premium spend is scheduled to be carried out in July 2018.