



Pupil Premium – Barriers to Learning Identified for 2016-2017

Barrier / Evidence	Actions	Rationale	Impact Measures
<p>1. Low level of communication and language skills on entry to school.</p> <p>On entry 2015-16 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. 	<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. 	<ul style="list-style-type: none"> • Progress in CAL for Nursery children. • SFA observations. • Progress in reading and writing. • GLD %.
<p>2. Grammar is a concern due to lack of Standard English.</p>	<p>Additional Literacy Teacher in Y6 Reading / SPAG Intervention</p>	<p>To achieve the National Average our children continue to require a very structured approach to grammar. The expertise of the Literacy co-ordinator is essential when understanding the new grammar curriculum to ensure children are being taught correct grammatical</p>	<ul style="list-style-type: none"> • KS2 SATs results (May’17) • Progress trackers for SPAG.

KS2 SATs results 2016 – 62% achieved expected levels in SPAG		knowledge.	
3. Attendance / Persistent Absentees 2015-16 Attendance was 93.6%	Primary Welfare Officer and Assistant Attendance Bus Pupil Incentives - Vouchers	Persistent non-attendance remains a concern. The school needs to continue to engage with these families and to provide them with a transport facility which ensures children can be brought into school. Attendance monitoring contracts also need to be distributed and legal action pursued when required.	<ul style="list-style-type: none"> • Attendance % • Case Studies
4. Home / School Relationships – lack of parental engagement.	Primary Welfare Officer and Assistant	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. CAF meetings are often attended by the PWO and the SENCo.	<ul style="list-style-type: none"> • Case Studies • CAFs
5. Homework support from home.	SATs Saturday revision club. Homework Club 1:1 tuition	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)
6. Mental Health – children displaying signs of stress and anxiety due to situation at home.	Counselling	Situations at home can be very distressing and upsetting for our children. The children often prefer to talk to someone who is not a member of school staff. Children respond well to the confidentiality aspect of counselling sessions.	<ul style="list-style-type: none"> • On entry / exit questionnaire.
7. To improve progress in all year groups.	TAs in class for literacy and maths every day.	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.	<ul style="list-style-type: none"> • Progress monitoring data.

8. National averages not achieved in maths. KS2 SATs results – 55% (2016)	Introduction of Inspire Maths from Year One to year Six.	To introduce a robust system by which high level maths can be taught across the school using an approach which begins in a very practical manner then becomes pictorial before becoming abstract.	<ul style="list-style-type: none"> • SATs results (May'17)
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Pupil Premium income between September 2016 and March 2017 £105,589.00

A review of the 2016-17 Pupil Premium spend is scheduled to be carried out in July 2017.