

<b>What have we identified as the key internal &amp; external barriers to learning?</b>					
<b>Barrier 1</b>	<b>Barrier 2</b>	<b>Barrier 3</b>	<b>Barrier 4</b>	<b>Barrier 5</b>	<b>Barrier 6</b>
<p>Low aspirations and poor self-esteem hinders pupil progress for some children.</p> <p>Poor metacognitive skills results in some children not able to make accelerated progress.</p>	<p>Poor language skills with a limited vocabulary for some children impacts on their learning.</p> <p>Poor social skills limit classroom interaction for some pupils which impacts on their learning.</p>	<p>Some pupils do not attend school as much as they should or are frequently late for school.</p>	<p>Lack of experiences limit language, creativity, social skills and the ability to link learning.</p>	<p>Some pupils come to school not being prepared for the school day and this can affect pupils' learning.</p>	<p>Problems with social &amp; emotional difficulties and/or with home circumstances can have a significant effect on the learning of some PP pupils.</p>
<b>What do we want to achieve?</b>	<b>What do we want to achieve?</b>	<b>What do we want to achieve?</b>	<b>What do we want to achieve?</b>	<b>What do we want to achieve?</b>	<b>What do we want to achieve?</b>
<p>Children motivated to learn and demonstrating improved resilience.</p> <p>Children's self-esteem to be raised.</p> <p>To raise the children's aspirations for the future.</p>	<p>Improved language skills enabling children to fully participate in all areas of the curriculum without limited language skills or a lack of understanding as a barrier.</p>	<p>Improved attendance/less incidences of lateness.</p>	<p>All pupils have the opportunity to go on schools trips, engage with a wide range of visitors in school and participate in after school clubs.</p>	<p>All pupils have had breakfast before school/on entry to school. All pupils are appropriately dressed.</p>	<p>Children are given the time, the emotional support they need and the help they require to transition between home and school.</p> <p>To provide a positive and safe environment.</p>

What will success look like this year?	What will success look like this year?	What will success look like this year?	What will success look like this year?	What will success look like this year?	What will success look like this year?
Children will be more confident and able to persevere with tasks with increased independence. This will improve outcomes.	Children's language skills will lead to improved social interactions and classroom participation.	Children will attend school more frequently and arrive at school on time resulting in more lesson participation.	Children's vocabulary will improve and their understanding of the world will be enhanced. Children will be able to transfer this to the whole curriculum.	Children will be focused and engaged in their learning at the start of the school day	Children will feel supported in school to enable them to be focussed and engaged with their learning.
<b>How much money do we have to address the identified barriers to learning?</b>					
Number of Eligible Pupils	<b>88</b>	Total Pupil Premium Budget	<b>£112,540</b>		
<b>How will we spend this money to address the identified barriers to learning?</b>					
Identified barrier.	Approaches to be implemented		What evidence do we have that this approach has the potential to be successful?		
1. <b>Low aspirations and poor self-esteem hinders pupil progress for some children.</b> <b>Poor metacognitive skills results in some children not able to make accelerated progress.</b>	Metacognition Training for all staff <b>Budgeted Cost:TBC</b>		EEF Toolkit states that, "with a large body of international evidence telling us that when properly embedded these approaches are powerful levers for boosting learning, it's clear that we need to spend time looking at how to do this well."		
	RM easiMaths. All children to have access to this online resource at home. Online Reading Scheme Homework club <b>Budgeted Cost: £420 + £1000</b>		EEF research; " different technology has the potential to enable changes in teaching and learning interactions, such as providing more effective feedback for example or enabling more helpful representations to be used as simply by motivating students to practice more"		

	<p>More able reading group and challenge group Purchase new books to reflect children's interests. Speed Sound Cards given to pupils eligible for PP funding <b>Budgeted Cost: £418+£80+£100</b></p>	<p>Small group work will give more able learners more focussed and targeted teaching. Many children do not get the opportunity to read with an adult at home. Some parents requested support for how to help their child at home.</p>
	<p>Pupil Progress meetings to ensure effective, targeted support and subsequent effective deployment of staff. Complete individualised one-page profiles. <b>Budgeted Cost: £1552.62</b></p>	<p>Improved assessments lead to improved outcomes. Previous experience in school has validated this approach</p>
<p><b>2. Poor language skills with a limited vocabulary for some children impacts on their learning.</b></p> <p><b>Poor social skills limit classroom interaction for some pupils which impacts on their learning.</b></p>	<p>Talk Boost Intervention  <b>Budgeted Cost: £17221</b></p>	<p>Many children are starting school with language skills that are under-developed for their age. This 'language delay' hampers children's ability to learn, achieve and make friends. It significantly impacts on their literacy and numeracy development. Many of these children have the potential to 'catch up' but only if they receive timely intervention and support. Talk Boost is a structured and robustly evidenced programme that can boost a child's communication by an average of 18 months after ten weeks of intervention.</p>
	<p>ELSA support  <b>Budgeted Cost: £15879</b></p>	<p>EEF Research; Social and Emotional Learning Programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, although all benefit on average. Our ELSA-trained TA's are an asset to our school and benefits for individual pupils and group of pupils are seen and evidenced annually in our Nurture Room Records.</p>
	<p>Online Boxhall Profile and administration/follow up work  <b>Budgeted Cost: £200</b></p>	<p>This is a recognised diagnostic tool which analyses social and emotional behaviours and provides strategies and targets for individual pupils, tailored to meet their specific needs.</p>

	TA working in every class to support Quality First Teaching, modelling language and to aid small group provision in RWI and other Social and Emotional Learning Groups <b>Budgeted Cost: £35589</b>	EEF Research; On average interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months additional progress on average)
3. <b>Some pupils do not attend school as much as they should or are frequently late for school.</b>	PSA and SBM to monitor and action systems in place and amend as necessary <b>Budgeted Cost: £4000+£1500</b>	Targeted support – systems have been improved and streamlined in school based on what was successful last year.
	SLA with EWO <b>Budgeted Cost: £1000</b>	Local Authority Support to supplement school based work.
4. <b>Lack of experiences limit language, creativity, social skills and the ability to link learning.</b>	Embed and resource the Outdoor Learning Provision <b>Budgeted Cost: £2000 resources + £8662 staffing</b>	Research based evidence influenced the decision to implement this in school and subsequent experience in school has validated this approach. We recognise the importance of catering for a wide range of learning styles and giving the children a range of experiences, both indoors and outdoors, which foster a love of learning.
	Visits/visitors <b>Budgeted Cost: £2500</b>	Previous experience in school has validated this approach
5. <b>Some pupils come to school not being prepared for the school day and this can affect pupils' learning.</b>	Breakfast Club <b>Budgeted Cost: £3092</b>	If children attend Breakfast Club they are in school on time and ready to start their day with improved behaviour for learning.
	Morning Group in school run by TA's <b>Budgeted Cost: £550</b>	Previous experience in school has validated this approach
6 <b>Problems with social &amp; emotional difficulties and/or with home circumstances can have a significant effect on the learning of some PP pupils.</b>	PSA <b>Budgeted Cost: £4500</b>	Previous experience in school has validated this approach
	ELSA-trained TA's <b>Budgeted Cost: £10415</b>	Previous experience in school has validated this approach
	Purchase new Safeguarding Software System CPOMS <b>Budgeted Cost: £645</b>	This has been recommended as a 'streamlined' approach to Safeguarding procedures.

	<p>Nurture Room Staff- support for children. Raise staff awareness of children's academic ability as well as 'nurture' needs to provide appropriate targeted support. Feedback from Pupil Progress Meetings <b>Budgeted Cost:£200</b></p>	<p>Previous experience in school has validated this approach</p>
--	---	--

**Did we achieve what we set out to achieve this year?**

**Analysis of Attainment and Progress Data of Disadvantaged Pupils (Cohort 2016) at End of Key Stage 1 July 2019**

## Attainment

Overall, the attainment of this group of disadvantaged pupils was below national and below other pupils in school in core subjects.

However, 13 pupils out of 29 in this cohort also had SEN support, including one pupil with an Education & Health Care plan (EHCP). This presented a 'double' barrier to learning for those 13 pupils and had a negative impact on data overall for the whole group.

If we look at the results of the 15 disadvantaged pupils without SEN, we can see that they performed above the national and other pupils in school, as follows:

Expected +	Disadvantaged All Pupils (29)	School	National
Reading	66%	77%	75%
Writing	48%	66%	69%
Maths	66%	77%	76%

Expected +	Disadvantaged Without SEN (15)	School	National
Reading	80%	77%	75%
Writing	80%	66%	69%
Maths	93%	77%	76%

## Progress

It was also pleasing to note that a high percentage of children in receipt of PP funding made expected or better than expected progress from end of EYFS to end of KS1 as follows;

72% Reading, 83% Writing, 86% Maths.

<b>Barrier</b>	<b>How successful were we? Key Positives:</b>
<p>1. <b>Low aspirations and poor self-esteem hinders pupil progress for some children.</b>  <b>Poor metacognitive skills results in some children not able to make accelerated progress.</b></p>	<p>Metacognition training was undertaken during INSET sessions. 5R's permeating through school. 'Always do your best and be your best' ethos evident through school.  Online resources did not prove to be used by many families at home. We have plans to try other approaches next year.  Pupil Progress meetings ensured effective, targeted support and subsequent effective deployment of staff.  More able reading group and challenge group have been very popular with the children and encouraged wider reading and better comprehension skills. New books were purchased to reflect children's interests</p>
<p>2. <b>Poor language skills with a limited vocabulary for some children impacts on their learning.</b></p> <p><b>Poor social skills limit classroom interaction for some pupils which impacts on their learning.</b></p>	<p>Talk Boost continues to prove to have positive impact.</p> <p>ELSA support, online Boxhall Profile and administration/follow up work has again proved to be a successful approach.  The children benefit from a TA based in every classroom.</p>
<p>3. <b>Some pupils do not attend school as much as they should or are frequently late for school.</b></p>	<p>Children are invited into school at 8.30am to carry out 'morning jobs' with a TA which has resulted in improved attendance and improved self-esteem of these children.  Attendance has improved for children in receipt of PP funding: 2017-2018 <b>93.85%</b>, 2018-2019 <b>94.44%</b>  The number of children in receipt of PP funding who were classed as persistent absentees decreased from <b>21</b> in 2017/2018 to <b>12</b> in 2018/2019.</p>
<p>4. <b>Lack of experiences limit language, creativity, social skills and the ability to link learning.</b></p>	<p>The children have been offered a range of life experiences, both indoors and outdoors, they foster a love of learning.</p>
<p>5. <b>Some pupils come to school not being prepared for the school day and this can affect pupils' learning.</b></p>	<p>Breakfast Club and our morning group led by ELSA trained TA are both proving to be successful strategies.</p>
<p>6. <b>Problems with social &amp; emotional difficulties and/or with home circumstances can have a significant effect on the learning of some PP pupils.</b></p>	<p>ELSA trained TA and Parent Support Advisor have built up successful relationships with children and families in need.  CPOMS has been purchased and will be implemented during 2019/2020, which will streamline the Safeguarding procedures.</p>

