

**N.B. This academic year we will maintain the same focus as last year due to the effects of school closure.**

BARRIERS TO ACHIEVEMENT	OVERCOMING BARRIERS	REASONS	IMPACT MEASURE	REVIEW
Consistent attendance and punctuality	<ul style="list-style-type: none"> <li>Attendance and punctuality awards;</li> <li>Early Help Plans</li> </ul>	<ul style="list-style-type: none"> <li>To motivate pupils to come to school;</li> <li>To explore underlying issues and support to the whole family.</li> </ul>	Attendance data. Punctuality data. <i>PPG children to be in line with non PPG children</i>	
Mental / Emotional health issues	<ul style="list-style-type: none"> <li>Family and Pupil Mentor and setting up resilience group</li> <li>TA Therapeutic interventions</li> <li>Inclusion on Locality Project MHST</li> </ul>	<ul style="list-style-type: none"> <li>Children cannot learn effectively if their emotions are significantly heightened;</li> <li>By providing emotional support we can help children to separate emotions and therefore increase capacity to learn.</li> </ul>	Review of Early Help cases and Therapeutic data. <i>PPG children to have equitable access to therapeutic and family support services.</i>	
Behaviour for Learning	<ul style="list-style-type: none"> <li>Play Therapist;</li> <li>Uniform vouchers;</li> <li>Additional lunchtime support.</li> <li>Consistent high expectations of all pupils by all staff across the staff</li> <li>Ongoing CPD opportunities for teaching staff and TA's/LSA's</li> </ul>	<ul style="list-style-type: none"> <li>Social difficulties can lead to low self-esteem which then impacts on attendance as well as progress. By providing additional support and uniforms etc. we can prevent situations arising.</li> <li>By ensuring there is a consistency in the expectation of behaviour, attendance, punctuality and uniform as well as in work, the children will respond to this and we will see an improvement in behaviour for learning across the school.</li> </ul>	Exclusions data. Pupil Profiles. <i>PPG children data on behaviour and exclusions to be in line with non PPG children</i>	

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Gaps in knowledge in literacy and/or numeracy	<ul style="list-style-type: none"> <li>• QFT;</li> <li>• TA Interventions across phases (Y3/4) (Y5/6)</li> <li>• Pre-teaching</li> <li>• Quality feedback/conferencing</li> <li>• After school small group intervention groups with teachers</li> </ul>	<ul style="list-style-type: none"> <li>• To enable children to access the age appropriate curriculum in order for them to achieve success.</li> <li>• To fill gaps which will boost self-esteem and enable children to engage more in whole class lessons</li> </ul>	Drop-ins. Work scrutiny Star Reading Data <i>Evidence from Book Looks and data indicates that PPG children are making progress in line with non PPG children and have access to regular Pupil Conferencing</i>	
Lower attainment in Maths	<ul style="list-style-type: none"> <li>• Employment of Teacher to enable QFT in smaller classes.</li> <li>• Continuation of Power Maths scheme to fully embed</li> </ul>	<ul style="list-style-type: none"> <li>• Attainment data for Maths show that we are currently performing below the national average for mathematics. The new scheme introduced in September 2019 is designed to be taught to single year group classes, therefore we have employed a teacher for every morning to enable us to split the phases into 2 classes per year group in KS1 and LKS2 rather than teaching 3 mixed age classes. The scheme is designed for all children to master the content before moving on to new content and skills.</li> </ul>	A continued rise in maths progress and attainment. Sources: iTrack, NFER Tests and Power Maths Assessments <i>PPG children close the gap in attainment with non PPG children</i>	

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<p>Inability to participate in school trips/after school clubs leading to lower self-esteem</p>	<ul style="list-style-type: none"> <li>• Free places for PP children in after school clubs;</li> <li>• Free trips for PPG children;</li> <li>• Free or reduced access to residential trip.</li> </ul>	<ul style="list-style-type: none"> <li>• Trips are a basis for curriculum topic and vital to learning;</li> <li>• Celebrating sporting achievements raises self-esteem;</li> <li>• Involvement in team sports increases positive social skills;</li> <li>• Increased activity impacts positively on health issues;</li> <li>• Motivator for attendance.</li> </ul>	<p>Participations rates in clubs/trips. <i>Participation rates in clubs and trips matches or exceeds that of non PPG children</i></p>	
<p>Hunger and poor diet</p>	<ul style="list-style-type: none"> <li>• Free after school club including healthy snacks;</li> <li>• Provision of free fruit and milk;</li> <li>• Provision of breakfasts.</li> </ul>	<ul style="list-style-type: none"> <li>• Concentration levels are significantly impacted by poor diet. By providing breakfast, fruit and milk we should see an increase in concentration;</li> <li>• If children begin to achieve success they will be more motivated to learn.</li> </ul>	<p>Attendance data. Work rate in class. <i>PPG children close the gap in attainment with non PPG children.</i></p>	
<p>Please note: As well as our PPG children, we have identified a large group of children in our school who are ineligible for PPG but who are some of our most vulnerable children. This is often due to zero hour contracts making them ineligible.</p>				