

BARRIERS TO ACHIEVEMENT	OVERCOMING BARRIERS	REASONS	IMPACT MEASURE	REVIEW
Poor attendance and punctuality	<ul style="list-style-type: none"> • Attendance and punctuality awards; • Early Help Plans 	<ul style="list-style-type: none"> • To motivate pupils to come to school; • To explore underlying issues and support to the whole family. 	<p>Attendance data. Punctuality data.</p>	<p>NB SCHOOL WAS CLOSED TO MOST PUPILS FROM WEEK BEGINNING 23/3/2020 DUE TO NATIONAL LOCKDOWN.</p> <p>Places were offered to the most vulnerable children during school closure and increased offers with wider school reopening. From June 2020, 63% of our vulnerable children were in school. Those not in (37%) had members of the family in shielding or parents chose not to send in for other reasons.</p> <p>PPG children were prioritised for weekly telephone conversations with class teacher to maintain contact and to check on academic progress.</p> <p>Attendance of PPG children in March 2020 was 95.16% (96.12% non PPG) compared with 92.56% (95.82% non PPG) In March 2019. This shows a narrowing gap between PPG and non PPG as well as an increase in attendance. Unauthorised absence of PPG children has gone from 3% in 2018-2019 to 0.68% in 2019-2020.</p>

Mental / Emotional health issues	<ul style="list-style-type: none"> • Employment of Family and Pupil Mentor • TA Therapeutic interventions • Inclusion on Locality Project MHST 	<ul style="list-style-type: none"> • Children cannot learn effectively if their emotions are significantly heightened; • By providing emotional support we can help children to separate emotions and therefore increase capacity to learn. 	Exclusions data. Behaviour logs.	<p>No exclusions in the academic year 2019/2020.</p> <p>No incidents of behaviour beyond a Level 3.</p> <p>Further training for therapeutic TA's (not funded by PPG) has led to increase in awareness around the school of emotional literacy so early intervention happening in most classes.</p> <p>FPM working with 6 PPG families/pupils to increase attendance and providing emotional support in school, as well as other identified vulnerable children.</p>
Behaviour for Learning	<ul style="list-style-type: none"> • Play Therapist; • Uniform vouchers; • Additional lunchtime support. • Consistent high expectations of all pupils by all staff across the staff 	<ul style="list-style-type: none"> • 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. • By ensuring there is a consistency in the expectation of behaviour, attendance, punctuality and uniform as well as in work, 	Exclusions data. Behaviour logs.	<p>Also see above data.</p> <p>FPM is available each lunchtime and supports children engaging with others and promotes positive play.</p> <p>Uniform vouchers offered to all PPG families. A hardship fund was also set up and several families accessed this over the academic year for example for school shoes.</p>

		the children will respond to this and we will see an improvement in behaviour for learning across the school.		
Gaps in knowledge in literacy and/or numeracy	<ul style="list-style-type: none"> • QFT; • TA Interventions (Y3/4) (Y5/6) • Pre-teaching • Conferencing/feedback • After school small group intervention groups with teachers 	<ul style="list-style-type: none"> • To enable children to access the age appropriate curriculum in order for them to achieve success. • To fill gaps which will boost self-esteem and enable children to engage more in whole class lessons 	Drop-ins. Work scrutiny	<p>All phases have dedicated TA's for afternoon interventions to plug gaps in learning in literacy and maths.</p> <p>Teacher interventions are planned within the school day for maths to quickly correct errors and ensure misconceptions do not become embedded.</p> <p>After school interventions were started for Y6 pupils but was then stopped due to lockdown, and was also planned for LKS2 but could not go ahead due to school closures. This will continue to be a priority next academic year.</p>
Low attainment in Maths	<ul style="list-style-type: none"> • Employment of Teacher to enable QFT in smaller classes. • Introduction of new Power Maths scheme which is based on a Mastery approach 	<ul style="list-style-type: none"> • Attainment data for Maths show that we are currently performing below the national average for mathematics. The new scheme introduced in September 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 	A rise in maths progress and attainment.	<p>Successful implementation of Power Maths in all classes.</p> <p>Additional teacher has allowed for most classes to be taught as single year groups (with the exception of LKS2 this year).</p> <p>AP2 progress data indicated that PPG children made significantly better progress in 2019/2020 than in 2018/2019 (measured from EOY to AP2 due to school closures) and although NPPG</p>

		<p>classes per year group in KS1 and UKS2 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.</p>		<p>children made slightly better progress, the gap is starting to narrow.</p> <table border="1"> <thead> <tr> <th>Expected levels of progress</th><th>PPG</th><th>NPPG</th></tr> </thead> <tbody> <tr> <td>2018-2019</td><td>50%</td><td>54%</td></tr> <tr> <td>2019-2020</td><td>83%</td><td>86%</td></tr> </tbody> </table>	Expected levels of progress	PPG	NPPG	2018-2019	50%	54%	2019-2020	83%	86%
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Inability to participate in school trips/after school clubs leading to lower self-esteem	<ul style="list-style-type: none"> Free places for PP children in after school clubs; Free trips for PPG children; Free or reduced access to residential trip. 	<ul style="list-style-type: none"> Trips are a basis for curriculum topic and vital to learning; Celebrating sporting achievements raises self-esteem; Involvement in team sports increases positive social skills; Increased activity impacts positively on health issues; Motivator for attendance. 	Participations rates in clubs/trips.	<p>All school trips were offered to be funded for PPG children. Including the Y6 residential visit to IOW.</p> <p>After school childcare was part funded for 3 PPG children where it enabled parents to work and homework support was provided in this time, decreasing pressure at home and therefore improving pupil learning.</p> <p>46.15% of PPG children attended an after school club last academic year.</p>									
Hunger and poor diet	<ul style="list-style-type: none"> Free after school club including healthy snacks; Provision of free fruit and milk; 	<ul style="list-style-type: none"> Concentration levels are significantly impacted by poor diet. By providing breakfast, fruit and milk we 	<p>Attendance data. Work rate in class.</p>	<p>School hardship fund was set up which has provided families with additional money for various pieces of school equipment and</p>									

	<ul style="list-style-type: none">• Provision of breakfasts.• should see an increase in concentration;• If children begin to achieve success they will be more motivated to learn.		<p>uniform as well as for food and basic utilities. Supermarket vouchers were regularly provided in addition to those supplied by the government during lockdown for FSM families. We set up our own school food bank which was available for all families in school to access and delivered weekly hampers from this to our most vulnerable families. Breakfast is available on an as and when needed basis.</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. These families were also often supported using the ways outlined above, but with no additional funding supplied to the school.				