



FLORENCE MELLY

COMMUNITY PRIMARY SCHOOL

DETERMINATION. RESILIENCE. EMPOWERMENT. APPRECIATION. MOTIVATION & SAFETY

'IF YOU CAN DREAM IT, YOU CAN DO IT!'



MAIN BARRIER TO LEARNINGS TO LEARNING 2019-20

AUTUMN 2019

THE MAIN BARRIERS TO LEARNING FOR OUR CHILDREN

Some of our children start school well below national expectations as a result of limited experiences from birth, often stemming from vulnerable families. In order to address children's development gaps we direct a range of resources, interventions and strategies for both children and parents. Barriers and challenges faced by some of our disadvantaged pupils are many and varied and they often increase in complexity as the children get older. Please find a non-exhaustive list of the main barriers our children face below:

- (1) Poverty**
- (2) Poor communication, speech and language on entry to school**
 - Immature development socially, emotionally and physically
- (3) Low attendance and poor punctuality**
 - Limited involvement in school and poor attendance
- (4) Low prior attainment and gaps in learning**
- (5) Special educational needs/disabilities/mental health issues**
 - Specific learning/health needs which have not been identified/accepted by families resulting in delayed intervention and support e.g. ASC
- (6) Lack of opportunities and life experiences**
 - Poor self-esteem/lack of confidence (children and parents) resulting in low expectations and aspirations
 - Limited life experiences and access to everyday opportunities
- (7) Family disengagement in the learning process**
 - Vulnerable parenting – dysfunctional home: mental health, domestic violence, poor basic skills, unemployment, drugs and alcohol

OUR OBJECTIVES FOR PUPIL PREMIUM

- a)** The pupil premium funding will be used to provide additional educational support to improve the progress and to raise the standard of achievement for pupils disadvantaged by barriers to learning.
- b)** The funding will be used to narrow and close the gap thus 'diminishing the difference' between the achievement of these pupils and their peers.
- c)** In line with its Equal Opportunities Policy the school will use the additional funding to address any underlying inequalities between pupils eligible for pupil premium which causes potential barriers to learning and others.
- d)** We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

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OUR 2019/20 PRIORITIES

As a school, we have identified six main target areas to help 'diminish the differences' between disadvantaged and non-disadvantaged pupils in 2019/20. These are listed below and are integral to our 2019/20 pupils premium spending.

1. To develop communication, spoken language and verbal reasoning skills (especially in the EYFS setting).
2. To reduce persistent absence and improve attendance for all PP children.
3. To achieve higher rates of progress across KS1 & 2 for pupils (incl. those eligible for PP) across all aspects of the curriculum. To raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths.
4. To ensure that PP pupils with identified SEND needs make at least expected progress.
5. Develop pupils' social, emotional and mental health so they fully access all aspects of school life. Ensure the curriculum (and beyond) provides opportunities for pupil engagement in arts projects, residential trips and after school clubs.
6. To fully engage parents and carers are with their child's learning.

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