

Main barriers to educational achievement faced by eligible pupils in Cliff Park Infant School 2016/17

<p>Possible barriers to education</p>	<p>What we are doing to address the barrier and reasons for the approach</p>
<p>Attendance</p> <p>Statistically there is a gap between pupil premium and non-pupil premium attendance.</p> <p>“There is a clear link between poor attendance at school and lower academic achievement. Of pupils who miss more than 50 per cent of school only three per cent manage to achieve five or more GCSEs at grades A* to C including Maths and English.”</p> <p><i>Improving attendance at school, Department for Education, 2012</i></p>	<p>School monitors, with the support of an outside attendance office;</p> <ul style="list-style-type: none"> • individual children’s attendance • supporting parents in overcoming barriers that maybe affecting their child’s attendance or punctuality • putting into place next steps such as support and fast track panels <p>Attendance data is analysed fortnightly and children in receipt of pupil premium funding are closely monitored.</p>
<p>Extra-curricular clubs and activities</p> <p>Ensuring children in receipt of pupil premium funding are able to be given the same opportunities to join clubs and activities as their peers.</p>	<p>Opportunities fund allows children to engage with clubs such as karate, danced and music.</p> <p>Funding will also be used for children in receipt of pupil premium to attend</p>

	<p>school trips, residential and to invite outside speakers/performers to school.</p> <p>These strategy allows children to learn skills they may not be exposed to in the regular home or school environments.</p>
<p>Having a readiness to learn and learning behaviours</p> <p>Giving the children the skills to learn.</p>	<p>Developing the curriculum to ensure that children are engaged and excited about their learning. For children that are not ready to engage in learning for social and emotional reason we can support with behavioural support, Nurture, FSP and this year we are able to offer Emotional Literacy support (ELSA) for children with emotional needs. Staff training on how to develop 'Learning without Limits' within school and how to all children independent learners.</p>
<p>Resources to be ready to learn</p> <p>Children not having the correct resources to learn, for example pens, pencils rulers etc.</p>	<p>Funding will be used to ensure that all children have the resources they need to be effective learners.</p>
<p>'Closing the gap' in progress and achievement between children</p>	

<p>receiving pupil premium funding and non-pupil premium children</p> <p>Data shows although the gap in closing between pupil premium and non-pupil premium children there is still a gap.</p>	<p>Continue to monitor children's levels and react quickly to barriers that may arise. Once a barrier has been identified an intervention will be put into place and monitored closely.</p>
<p>Engaging parents in their children's learning and wider school life</p> <p>Some parents have a negative view of school and education.</p> <p>"Two recent meta-analysis from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months' positive impact."</p> <p><i>The Sutton Trust-EEF Teaching and Learning Toolkit, Sutton Trust, 2016</i></p>	<p>Parents have a range of opportunities to come in to school to share in their children's learning; reading café, celebration of learning events and parents evenings.</p>