

Establishing the barriers- our principles

The pupils that are eligible for the pupil premium are not a homogenous group of young people therefore there will be a range of barriers.

We cannot make assumptions about our pupil premium pupils and their home lives; we need to be aware that their situations can also change.

Pupils who are underperforming, together with an assessment of potential barriers to learning and knowledge of their “motivators”. We can then identify target groups in each year group to work with in short, sharp interventions ranging from one-day events, to ten-week programmes.

All stakeholders, including canteen staff, should be involved in establishing barriers and motivators.

We have identified 3 types of barriers

- Barriers that relate to access to education
- Barriers that relate to achievement
- Barriers deriving from low aspirations and engagement

ACCESS

- For some of our pupils, life outside of school can add extra pressures that mean coming to school is difficult (source: inclusion unit, student services staff, form tutors, teachers, reception staff, on site police officer, safeguarding records).
- Many pupils are young carers, many growing up in homes with a parent having mental health issues as well as having undiagnosed mental health difficulties themselves. Poor attendance has historically been a challenge.
- Many pupils experience mental health issues themselves.
- In some cases, lack of parental engagement (sources: parents evening attendance records, attendance to meetings records, complaints records & phone conversations).
- Attendance of disadvantaged pupils is lower than non-disadvantaged (2018: 93.32 against 95.02)
- Period poverty has been quoted as a reason for absence
- A survey shows 59% of disadvantaged pupils do not have breakfast. 35% of free school meals remain unclaimed.
- A small minority cannot afford breakfast and ask canteen staff for food
- Accessing the curriculum can be difficult due to gaps in vocabulary, reading & numeracy skills and low cultural capital (e.g. 48% of current Y7 are on the “catchup” list; accessing some GCSE papers require a culture capital some pupils do not have)
- Vocabulary gap is therefore a barrier
- Retaining information/ poor memory
- Lack of confidence to participate orally/ fear to “get it wrong” / Lack of resilience (source learning walks/ teachers’ feedback)
- Low culture capital / lack of experiences that other children take for granted
- Cost of uniform, equipment, transport, some curricular items (ingredient, PE activities for GCSE course, books for DEAR etc.)
- Lack of curricular support outside of school & not valuing education
- Cost of chargeable school trips (currently, only 30 % of pupils going on foreign trips are DP)
- Accessing a computer from home (26 % do not have access to a computer/ tablet/ internet)

We have a list of pupils who receive bespoke support in those areas. Leaders of identified areas are accountable for the impact of the programmes in place.

ACHIEVEMENT

- Progress gap opening up between disadvantaged/ non-disadvantaged as pupils move in to KS4
- Teacher awareness of the precise nature of ‘the gap’
- As suggested by the research, low KS2 results for some pupils mask true potential
- Behaviour for learning masks true ability in some cases
- KS4 outcomes of pupils with high prior attainment
- KS4 outcomes with middle attainers
- KS4 outcomes for SEND pupils
- **Quality of tracking of academic data following reformed GCSE**
- **“Life without level”**
- **Quality of Teaching must be at least good for every lesson**
- Compliance in lessons rather than active engagement in learning
- Staff wellbeing must to be prioritised to avoid disadvantaged pupils being impacted by staff absence

Data is analysed to identify groups of pupils who are provided with bespoke support.

Leaders of identified areas are accountable for the impact of the programmes in place.

ASPIRATIONS

- Levels of engagement, aspiration, motivation and confidence for some pupils (source: attendance to extra tuitions record, learning walks, homework records, pupil voice)
- Role models for some disadvantaged pupils do not always support aspirational life goals
- Understanding and experiencing the link between academic success and self-esteem
- Lack of social and cultural capital for some disadvantaged pupils means that information and guidance about future career options and destinations is not so readily accessed
- Lack of cultural capital caps aspirations, especially for High Prior Attainers (source: pupil voice/ careers interviews/ parents interviews)
- Lack of culture capital and experiences for some pupils mean that their aspirations and drive to do well are capped (source: pupil voice)
- Ensuring staff don't mistake low self-expectations for low aspirations

Bespoke career provision for groups of pupils and their parents/carers.