

Pupil Premium: Main Barriers to Achievement, How our Allocation Addresses these Barriers and How We Will Measure Impact

Main barriers to achievement have been identified at Fairfields as:

- 1) Gaps in learning preventing pupils from accessing whole class teaching (particularly with the transition to the new curriculum).
- 2) Some children finding it more difficult to access learning within a whole-class environment.
- 3) Emotional and self-esteem issues such as behaviour regulation or anger management difficulties.
- 4) Attendance and punctuality: children either having poor attendance, arriving late for school or being unprepared for learning.

These issues do not solely affect Pupil Premium children and strategies to address them will also benefit other pupils.

The measures chosen to address these barriers and why are as follows:

- 1) Quality first teaching is the most important measure to ensure all children including PP are making progress. Teaching is monitored through half-termly teaching and learning meetings and fortnightly monitoring by the senior leadership team.
- 2)
 - a) Provide intervention programmes for underachieving pupils and those with SEN (Special Educational Needs) to enable them to 'close the gap' between themselves and their peers. This has shown a measurable impact on children's progress, particularly in upper school, in the past academic year.
 - b) Employ additional teachers who provide a targeted level of support to some of our most vulnerable children so as they can make the progress expected of them. This has also shown a measurable impact on children's progress, particularly in upper school, in the past academic year.
- 3) Employ 2 LSAs who are ELSA trained to provide emotional literacy support to children who have emotional issues. Employ a play therapist for one day a week for our most vulnerable pupils. These measures have shown a marked improvement on children's ability to concentrate in class and participate in whole class learning without disruptions.
- 4) Subsidise 'Freddies' morning and after-school club attendance and employ a home-school link worker to help out parents struggling for whatever reason at home. Families who have had links with our home-school link worker in the past have shown improved attendance and punctuality. Parental feedback has shown parents to be grateful for the support and advice our home-school link worker is able to offer.

How we Will Measure Impact:

* Target tracker software will enable us to pinpoint the exact gaps in children's learning. We can then measure how successful interventions have been against these targets.

* Data analysis of pupil premium achievement against their peers to monitor if, and by how much, the gap is closing in Key Stage 2 or in Key Stage 1, ensure a gap does not develop.

* Pupil Conferencing to assess children's attitudes to their own learning and the progress they feel they have made.

* Governor Visits in which governors will monitor what we are doing for Pupil Premium children and the impact this is having on learners.