

## Pupil Premium Main Barriers to Learning (as identified by class teachers)

### Section A: Personal and External

#### Key Stage 1

Barrier	Measures to address this
Poor concentration/poor memory or retention of information	Teacher to repeat instructions 1-1 Pre-teaching/practise in assembly time Teacher /LSA to ensure on task throughout the lesson
Poor attendance	Teacher to report non-attendance to home-school link worker Home school link worker to chase up non-attendance
Disrupted home life e.g. bereavements/poor communication between parents	Calming activities on arrival to school and after breaks. Home school link worker to maintain dialogue with parents to encourage support Home school link worker offer support to family
Lack of parental engagement	Home school link worker to maintain dialogue with parents to encourage support Home school link worker offer support to family
Emotional readiness to learn (coming in to school angry etc.)	Calming activities on arrival to school and after breaks.
EAL with little English spoken at home	EMTAS support e.g. in class support/translating documents for parents etc.

#### Key Stage 2

Barrier	Measures to address this
Friendship issues	Seated away from distractions Friendship group with LSA
Poor concentration	Teacher /LSA to ensure on task throughout the lesson Teacher to repeat instructions 1-1 Pre-teaching/practise in assembly time
Lack of self-confidence /anxiety	ELSA support where applicable pastoral support plans where applicable Working in small groups with adult,
Disrupted home life/poor communication between parents	Calming activities on arrival to school and after breaks. Home school link worker to maintain dialogue with parents to encourage support Home school link worker offer support to family
Lack of parental engagement	Home school link worker to maintain dialogue with parents to encourage support Home school link worker offer support to family
Poor attendance	Teacher to report non-attendance to home-school link worker Home school link worker to chase up non-attendance

## Section B: Academic

### Key Stage 1

<b>Barrier</b>	<b>Measures to address this</b>
Gaps in core reading Skills e.g. Reading all of the 40+ graphemes taught confidently Reading CVC words	Daily reading practise of these sounds. Use of Read Write Inc. programme
Poor letter formation	Daily handwriting practise. Daily gross and fine motor skill work
Using past and present tense consistently	Tense games – cards, interactive, etc.
Gaps in basic maths skills e.g. recalling doubles and halves to 20 and counting in jumps of 2s, 5s and 10s	Counting activities/precision teaching of number bonds
Solving 1-step problems involving missing numbers	Practise understanding of word problems and how to solve them. Problem solving activities with adult support

### Key Stage 2

<b>Barrier</b>	<b>Measures to address this</b>
Reading (negative attitudes to reading and low quantity read)	Paired reading with yr6 reading buddies and a peer in the class Rich texts to hook children in that are accessible. Daily ERIC reading
Poor letter formation and un-joined handwriting	Handwriting practice 3x weekly in class and 2 x weekly with LSA.
Ability to spell homophones	Daily spelling inputs.
Gaps in basic maths skills e.g. Recalling and using multiplication and division facts for times tables/number bonds	Times table intervention groups Counting activities/precision teaching of number bonds
Solving missing number problems	Practise understanding of word problems and how to solve them. Problem solving activities with adult support
Understanding of place value	Maths booster groups 1-1 daily practise of place value skills with an adult