

STOCKTON: Barriers to educational achievement for disadvantaged pupils

Pupil premium

The DfE states that all maintained and academy schools must publish online a strategy for the school's use of the pupil premium.

For the current academic year, this must include:

- the school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how the school will spend the pupil premium to overcome those barriers and the reasons for that approach
- how the school will measure the effect of the pupil premium
- the date of the next review of the school's pupil premium strategy

For the previous academic year, this must include:

- how the school spent the pupil premium allocation
- the effect of the expenditure on pupils.

Senior Leaders determine identification of these barriers via a range of monitoring activities including:

- learning walks
- pupil premium student shadowing
- pupil premium student voice
- achievement analysis
- attendance/ punctuality analysis
- attendance at curriculum enrichment activities
- incident report analysis
- attendance at parent/ carer consultations
- parent views
- SLT, staff and governor views
- observational assessments

Having appraised all Stockton maintained and academy school websites (primary, secondary and special) the following barriers to educational achievement have been identified as evidenced from school/ academy websites December 2020.

1. Barriers to future attainment (for pupils eligible for Pupil Premium)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> No order of priority	
A.	Social, emotional, health and well-being of pupils in the disadvantaged group: <ul style="list-style-type: none"> ○ Resilience ○ Anxiety ○ Managing emotions ○ Attachment disorder ○ Low self esteem ○ Low confidence ○ Poor concentration
B.	Low starting points in EY: <ul style="list-style-type: none"> ○ Basic self-care needs e.g. toilet training ○ Limited speech and language, limited vocabulary ○ Early reading and phonics knowledge ○ Lack of early number
C.	DS outcomes (some schools make specific reference to the more able): <ul style="list-style-type: none"> ○ in reading -phonics/ comprehension/ inference skills ○ in writing – EY fine and gross motor skills ○ in maths – limited understanding of basic number, fluency, manipulation of number, maths fluency, problem solving and reasoning, place value, mental maths
D.	Limited speech and language, limited vocabulary
E.	Pupil mobility resulting in gaps in learning – including service children
F.	Cultural capital: <ul style="list-style-type: none"> ○ Limited access to a broad range of experiences such as visits beyond the immediate vicinity, libraries, cultural visits to museums, galleries and concerts
G.	Curriculum enrichment: <ul style="list-style-type: none"> ○ Limited access to physical activities, music tuition, experience and participate in a range of sporting and musical events
H.	Behaviour for learning <ul style="list-style-type: none"> ○ Motivation
I.	Competency in English – with specific reference to identified pupils with English as an Additional Language

J.	Additional needs: <ul style="list-style-type: none"> ○ SEN
K	IT Devices
L	Internet data
M.	Low uptake of EBacc (secondary only)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
1.	Parent/ carer mental health and anxieties
2.	Effects of poverty; <ul style="list-style-type: none"> ○ poor home conditions – including lack of heating ○ eviction ○ poor diet ○ hunger ○ inadequate clothing ○ unable to provide equipment - example PE equipment, equipment for homework
3.	Parental engagement <ul style="list-style-type: none"> ○ poor communication with school ○ poor support for home learning – with specific reference to reading ○ poor support for remote learning ○ negative view of school ○ poor understanding of curriculum demands and appropriate age related
4.	Parent/ carer literacy levels
5.	Attendance <ul style="list-style-type: none"> ○ Persistent absenteeism ○ Punctuality
7.	Low aspiration – parents/ pupils
8.	Homes without books to stimulate and sustain an interest in reading
9.	Social issues: <ul style="list-style-type: none"> ○ domestic violence ○ parents and carers with substance misuse ○ over-crowded housing – little or no appropriate space for home learning
10.	Inequality of access to learning at home <ul style="list-style-type: none"> ○ Limited or no access to the internet for remote learning

11.	Social care involvement <ul style="list-style-type: none">○ Young carers○ Early Help○ CP○ CIN
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