



Pupil Premium Strategy 2020-21: Barriers and Desired Outcomes - Review Sept 2021

Barriers

External

~ Increasing number of children in attendance with SEND.
 ~ Increasing number of children in attendance with social and emotional needs.
 ~ Increasing number of pupils in attendance under Child Protection, Child in Need or involved with Early Help effecting their learning in school.
 ~ Limited language skills including increasing number of children with EAL.
 ~ Higher than average percentage of children that are eligible for Pupil Premium.

Internal

~ Limited understanding to apply mathematical skills to solve a range of reasoning problems across maths.
 ~ Lack of parental involvement and support of: regular reading at home, learning spellings, completion of homework – limited abilities of many parents to provide such support

Desired outcomes to diminish the difference between Pupil Premium funded pupils and other pupils

- A. Pupils with low attendance/high persistent absentee levels are supported and challenged.
- B. Continued support for families and pupils with social, emotional and health needs through Welfare Officer
- C. Improve reading, writing and maths in KS2, including those working at Greater Depth.
- D. Improve Phonics and Reading in EYFS with impact through to end of KS1.
- E. Boost children for RWM in Y6.
- F. Opportunities given to all that may enhance the understanding and experience of the curriculum.
- G. Embedded support for pupils and families who are new to English/formal school setting.
- H. Early identification of and intervention for pupils with SEND across school.