

For the financial year 2016- 2017 our Pupil Premium allocation is £162,360

**IDENTIFICATION OF CHALLENGES THAT MAY BE FACED BY OUR LEARNERS THAT MAY BECOME BARRIERS TO THEIR SUCCESS**

<b>CHALLENGES LEARNERS FACE</b>	<b>BARRIERS TO THEIR SUCCESS</b>	<b>ACTION TAKEN TO ADDRESS THESE BARRIERS AND REASONS</b>	<b>HOW WE WILL MEASURE THE IMPACT OF THE PUPIL PREMIUM</b>
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<p><b><u>Separate Infant and Junior School</u></b></p>	<ul style="list-style-type: none"> <li>- Different teaching styles, systems and environment</li> <li>- Differing expectations</li> <li>- Anxiety felt by children and families</li> </ul>	<ul style="list-style-type: none"> <li>- The children visit throughout the year</li> <li>- Extra transition for focused pupils</li> <li>- Transition intervention</li> <li>- Cross phase meetings</li> <li>- We know the families well and build on this</li> <li>- Curriculum meets the needs of the children</li> <li>- Progress monitored and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- Checking twice a day (10/10) how they are feeling</li> <li>- Parents are made to feel very welcome from 8am in the morning</li> <li>- Children settle quickly. Support is given to those finding difficulty</li> <li>- Parents meetings take place quickly and parents views are ascertained</li> <li>- One page profile completed during transition day</li> </ul>
<p><b><u>100% of our children are from ethnic minority backgrounds</u></b></p>			

<p><b><u>Language</u></b>  <b>A wide range of languages in the community</b></p>	<p><b>Deeper understanding can be limited</b>  <b>A number of parents do have limited English</b>  <b>In the English Proficiency</b></p> <p><b>Test 99.9% were below the fluency standard</b></p>	<p><b>Translators are available in school</b>  <b>Language and vocabulary is a high priority across the curriculum</b>  <b>Narrative therapy approaches are used</b>  <b>High levels of children's collaboration</b>  <b>New Arrivals pack</b></p>	<p><b>Vocabulary children use around school and in their work shows development</b></p> <p><b>Children speak in well-structured sentences not only one word</b></p> <p><b>Children will move through the NASSEA steps</b></p>
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<p><b><u>Cultural</u></b>  <b>Poor integration leading to isolation and segregation</b></p>	<p><b>Lack of wider experiences  Limited knowledge of how to communicate with different groups  Lack of parental aspirations.</b></p> <p><b>Children attend Mosque for 2 hours every night.</b></p>	<p><b>A wide range of experiences provided both in school and out including meeting other children</b></p> <p><b>Parental meetings involve parents in working towards high aspirations with their child and the school  Workshops for parents are provided</b></p> <p><b>Homework is adapted and families are encouraged to take their children to places of interest.</b></p>	<p><b>100% of children attend clubs  Children develop as citizens  Children understand and respect other cultures and beliefs  Parents feel that they are involved in school life  Positive comments are shared with children and governors.</b></p> <p><b>Holiday Brain Builder activities show families working together on projects that support learning in school.</b></p>
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<p><b><u>Communications with parents</u></b></p>	<p><b>Language barrier and understanding by parents limits their understanding of their child's learning and the support that they can provide.</b></p> <p><b>Mums particular struggle with developing own English.</b></p> <p><b>Access to translators.</b></p> <p><b>Google translate is limited to parents who are literate in their own language.</b></p>	<p><b>EAL and INA file. Parents workshops in maths and reading. 100% attend parents meetings and translators are provided.</b></p> <p><b>Open door police from 8am daily and encouraged to spend time in class</b></p> <p><b>Every effort is made to find translators. Oldham schools work together.</b></p> <p><b>Regular texts are sent out to keep parents informed.</b></p>	<p><b>100% of parents attend meetings.</b></p> <p><b>Children or friends of parents are used to translate.</b></p> <p><b>Visuals are also used and parents feel able to come into school and discuss at their level of understanding</b></p> <p><b>Parents join us for our Celebration assemblies.</b></p>
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<p><b><u>New arrivals past experiences</u></b></p>	<p><b>Trauma's experienced may affect learning. Emotional needs are identified.</b></p>	<p><b>SENCO directs pastoral team to meet individual needs on a daily basis using emotional literacy activities.</b></p>	<p><b>Children feel 10/10 when questioned twice daily. Children maintain friendships. Children access the curriculum at their level. Learning accelerates or extra interventions are put in place.</b></p>
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<p><b><u>SEN and PUPIL Premium and EAL</u></b></p>	<p><b>Access to the curriculum has become harder since the introduction of the new curriculum.</b></p> <p><b>Identification of particular barrier across these 3 areas.</b></p>	<p><b>Support targeted to individual needs. Interventions.</b></p> <p><b>Clear policy and procedures for identifying SEN using the Graduated Response</b></p> <p><b>Wider opportunities is a high profile.</b></p> <p><b>Parents meetings involve SENCO and other agencies as required.</b></p>	<p><b>Progress analysed half-termly so that progress is reviewed and adaptations made as necessary.</b></p> <p><b>100% of children attend a club which change regularly. Particular extra-curricular activities for SEN children.</b></p> <p><b>Parents meeting – parents involved in supporting their child at home.</b></p>
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<p><b><u>Segregation within own community</u></b></p>	<p><b>Negative views of differing cultures and beliefs.</b></p> <p><b>Conflicting views and beliefs between main religion in school (Shia and Sunni). May see themselves as superior and different.</b></p> <p><b>May be racist incidents between learners even though from the same background.</b></p>	<p><b>Wide range of experiences both inside and outside of school to extend understanding of others.</b></p> <p><b>Daily monitoring so that conflict resolution takes place where necessary.</b></p> <p><b>Curriculum and assemblies cover all main religions.</b></p> <p><b>Celebration of different food during World Food week.</b></p> <p><b>Role Model day. Jigsaw PSHE links with assemblies and covers celebrating differences.</b></p>	<p><b>Monitoring of incidents daily with reporting to governors.</b></p> <p><b>Parents involved.</b></p> <p><b>Twice a day at registration children are asked if they are 10/10 and followed up as necessary.</b></p> <p><b>Children complete activity sheet and make comments.</b></p> <p><b>Peace Ambassadors</b></p>
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<p><b><u>Lack of parental involvement</u></b></p>	<p><b>Parents continue to take children away from school (extended holidays).</b></p> <p><b>Poor diet and healthy activities (24% of year 6 children 2016 were overweight).</b></p> <p><b>Support at home can be limited because of parents understanding of the curriculum.</b></p>	<p><b>Extended holidays are authorized and parents meet with the headteacher.</b></p> <p><b>Fresh Start to support families. 100% of children attend clubs. Children encouraged to walk to school. Breakfast club and fruit and milk at break. Fantastic healthy lunches.</b></p> <p><b>100% of parents attend Parents meetings. Parents workshops. Extra sessions for parents to support their children each holiday with their Brain Builder activities.</b></p> <p><b>Parents welcome every morning to read in class with their child and to attend morning and evening computer club</b></p>	<p><b>Daily attendance monitoring, phone calls, Headteacher home visits. Celebration of 61% (November 2106) of children with 100% attendance.</b></p> <p><b>Breakfast club, children encouraged to attend, families contacted as necessary.</b></p> <p><b>Fresh start: parents and children work together.</b></p> <p><b>Parents feel welcome in school and are able to request extra support.</b></p>
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<p><b><u>Multiple Deprivation</u></b></p>	<p><b>54.7% of our children live in the most 10% deprived area of the country.</b>  <b>64% of our children live in the 10% most income deprived area.</b></p>	<p><b>Parents supported in applying for Free School Meals.</b></p> <p><b>The school supports families in the assessment for Early Help.</b></p> <p><b>High standards and expectations underpin teaching and learning.</b></p> <p><b>Computer club and wider opportunities take place before and after school alongside a wide range of visits and visitors.</b></p> <p><b>High aspirations are a high profile.</b></p>	<p><b>The income from Pupil Premium is targeted to accelerate progress.</b></p> <p><b>Children reflect on how all these activities impact on their daily learning.</b></p> <p><b>100% of our children attend clubs throughout the year.</b></p> <p><b>Children come to school from 8am in the morning to start their learning journey.</b></p>
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<p><b><u>Children with social and emotional needs</u></b></p>	<p><b>Low self-esteem.</b></p> <p><b>Emotionally not ready to learn.</b></p>	<p><b>MIND working in school.</b></p> <p><b>Use other agencies for advice through the Early Help Offer.</b></p> <p><b>Emotional Literacy interventions.</b></p> <p><b>Good to be Green reward systems alongside Expectations for Learning.</b></p> <p><b>Wide range of positive rewards alongside active learning.</b></p> <p><b>All children have responsibility badges.</b></p> <p><b>Pastoral team monitor individual children.</b></p>	<p><b>Children enjoy their learning and are happy in school. This is checked at least twice a day using 10/10.</b></p> <p><b>All children receive a variety of awards.</b></p> <p><b>Timetables and staff adapted to suit the needs of the children.</b></p> <p><b>Children talk about aspirations and are proud of their learning.</b></p>
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