

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>IMPACT OF THE PUPIL PREMIUM</b>
<b><u>Separate Infant and Junior School</u></b>	<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>
<p><b><u>Cultural</u></b>  <b>Poor integration leading to isolation and segregation</b></p>	<p><b>Lack of wider experiences</b>  <b>Limited knowledge of how to communicate with different groups</b>  <b>Lack of parental aspirations.</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</b>  <b>Workshops for parents are provided</b></p>	<p><b>100% of children attend clubs</b>  <b>Children develop as citizens</b>  <b>Children understand and respect other cultures and beliefs</b>  <b>Parents feel that they are involved in school life</b>  <b>Positive comments are shared with children and governors.</b></p>

	<b>Children attend Mosque for 2 hours every night.</b>	<b>Homework is adapted and families are encouraged to take their children to places of interest.</b>	<b>Holiday Brain Builder activities show families working together on projects that support learning in school.</b>
<b><u>Communications with parents</u></b>	<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>

<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>
<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>

<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 believes 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> <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</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>Safeguarding issues/Prevent</u></b></p>	<p><b>Radicalisation issues are dealt with appropriately in school.</b></p> <p><b>Use of internet without supervision.</b></p> <p><b>Lack of experiences with those with disabilities.</b></p>	<p><b>evening computer club.</b></p> <p><b>Staff and governors complete on line training.</b></p> <p><b>Parental workshops.</b></p> <p><b>High profile with staff and families contacted when necessary.</b></p> <p><b>British Values are a high priority and is included on children's comment sheet.</b></p> <p><b>Children's Leadership Team complete a weekly questionnaire with children.</b></p> <p><b>E- safety week and daily monitoring. Anti-bullying week and daily monitoring.</b></p> <p><b>Disability awareness week. Children attend sports activities and join in disability sports.</b></p> <p><b>Health education is part of</b></p>	<p><b>Children enjoy the wide range of visits and visitors and reflect via their comment sheet. This is reported in our weekly celebration assembly.</b></p> <p><b>Report weekly in celebration assembly.</b></p> <p><b>Children's comment sheets reported weekly in celebration assembly.</b></p> <p><b>Parents contacted and involved as necessary.</b></p>
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		<b>the school curriculum.</b>	
<b><u>Multiple Deprivation</u></b>	<b>54.7% of our children live in the most 10% deprived area of the country. 64% of our children live in the 10% most income deprived area.</b>	<b>Parents supported in applying for Free School Meals.</b>  <b>The school supports families in the assessment for Early Help.</b>  <b>High standards and expectations underpin teaching and learning.</b>  <b>Computer club and wider opportunities take place before and after school alongside a wide range of visits and visitors.</b>  <b>High aspirations are a high profile.</b>	<b>The income from Pupil Premium is targeted to accelerate progress.</b>  <b>Children reflect on how all these activities impact on their daily learning.</b>  <b>100% of our children attend clubs throughout the year.</b>  <b>Children come to school from 8am in the morning to start their learning journey.</b>
<b><u>Children with social and emotional needs</u></b>	<b>Low self-esteem.  Emotionally not ready to learn.</b>	<b>MIND working in school.</b>  <b>Use other agencies for advice through the Early Help Offer.</b>	<b>Children enjoy their learning and are happy in school. This is checked at least twice a day using 10/10.</b>

		<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>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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