

Potential Barriers to Achievement:

- Attendance - Several of our children in KS2 have attended other schools over time with breaks in education.
- Behaviour and attitudes to learning – whilst behaviour in school is good, we recognise the need to continually develop pupils' learning behaviour. Our learning mentor and AENco regularly provide support for pupils and families to promote positive behaviour both at school and within the home.
- Challenging home circumstances – pupils are occasionally in need of emotional support (including counselling and assistance from outside agencies) and development of life skills due to stress caused by situations beyond their control. Increasingly families come to us to request support from family services and the instances of school initiated CAFs and TAC meetings has risen.
- Gaps in education –We have some pupils who leave and then return often several months later who despite the fact that they have been in the education system, have made little or no progress on their return.
- Limited aspiration and expectations of some pupils and education which can lead to limited parental engagement.
- Physical and material disadvantage including poor housing, poverty, health care including diet and hygiene. This also includes lack of access to the wider locality and rich life experiences.
- Social and emotional skills including early trauma and attachment issues which impact on pupil's ability to access education and focus on learning.

How we plan to overcome these barriers through the use of Pupil Premium

Unfortunately we receive a significantly lower allocation of funding compared to most schools, the money is not limitless and we have therefore prioritised spending against the following areas:

- Improve attendance further so that pupils are less likely to fall behind their peers and develop as confident, capable and sociable members of our community.
- Improve access to learning for all pupils, particularly those with social and emotional needs so that pupils have the right physical and emotional conditions for learning.
- Increase % of children working at age related expectations in reading, writing and maths so that our Pupil Premium pupils achieve in line with their peers nationally. In addition we are aiming to ensure that children eligible for pupil premium funding make accelerated progress from their starting points. We will do this through targeted support and intervention groups to build on the foundations for learning
- Improve pupil's behaviour and attitude towards learning through regular targeted support sessions with our Learning Mentor. Regular contact with parents through the school's AENco. Increased Parent involvement through regular coffee mornings and parent awareness evenings.

At Capel-le-Ferne Primary School we also recognise that there are aspects unique to individuals and these are taken into account when planning expenditure. They may not be detailed explicitly in our allocation overviews so as to not identify individual pupils.