

## EWANRIGG JUNIOR SCHOOL BARRIERS TO LEARNING AND RISK FACTORS



Barriers for learning are identified for each child in our school, with a specific focus on our disadvantaged children. Barriers to learning and individual data is used to identify the specific needs of each pupil. We made use of researched strategies, including EEF and NFER to overcome barriers.

Issues are seen as barriers to be overcome - not excuses for poor attainment or lack of progress. Barriers to learning are identified for all of our children. Barriers to learning are identified from rigorous data analysis (as well as an understanding of our school's context and our families and community) and are addressed as priorities in both our development plan and separate 'Pupil Premium' action plan. All staff are made aware of 'barriers for learning' for individual pupils. Risk factors for underperformance for our school have been identified. We hold termly barriers to learning review meetings with all staff, teachers and support to review and analyse needs and to decide and plan provision for individuals and groups of children.

### RISK FACTORS

As a school we have identified our own risk of underperformance so that we can respond appropriately. We have identified that there is often a significant difference between KS1 exit and KS2 entry results. Therefore early identification and intervention is vital to help our disadvantaged pupils achieve.

### BARRIERS TO LEARNING

When identifying barriers to learning, we consider the following for individual children and cohorts:

- If the child remains on FSM
- If the child is registered as SEND
- If the child is looked after or adopted from care
- If the child has been subject to a safeguarding plan, has been a child in need, or is receiving Early Help
- If the child has received social and emotional support such as nurture, mentoring, counselling, mental health support
- If the child has a complex family situation or has separated parents, including bereavement
- If the child is from a larger family with a large number of siblings
- If the child was born prematurely or is a summer born child.
- Teenage parents

Our school's typical barriers are as follows:

- Difficulties such as poor housing and low income.
- Unsupported learning habits at home and lack of parental engagement.
- Pupils may have family circumstances or expectations that impact negatively upon their learning and ability to take up extra-curricular opportunities.
- Social and emotional issues resulting in low confidence, self-esteem and mental health.
- Lack of motivation, stamina and aspiration.
- Hunger, poor nutrition, health, well-being and safety.
- Attendance: Pupil Premium attendance is still lower than their non-pupil premium counterparts in school.
- Poor language, speaking, listening and vocabulary skills.

As a school we aim to address these barriers by:

- Class sizes are kept low due to high staff numbers.
- As teaching groups are kept as low as possible staff are able to provide high quality feedback.
- All staff follow a detailed marking procedure ensuring feedback is consistent.
- Smaller teaching groups allow children to work collaboratively.

- Money is used to provide extra tuition to fill gaps in learning and to accelerate progress.
- A full time learning mentor is employed. The role includes liaising with parents, monitoring attendance (keeping staff free to teach) and delivering social and emotional interventions.
- Behaviour groups to help children to understand and be able to recognise behaviour triggers in order to reduce barriers to learning.
- Highly trained teachers and teaching assistants.
- Money is used to subsidise school trips in doing this we keep the costs low so all children are able to enjoy enriched learning experiences. This broadens the children's horizons, allowing them experiences that they wouldn't normally have.
- Summer school for targeted children to ensure a smooth transition from infant to junior school.
- Social and emotional interventions give children strategies to deal with their emotions in order to reduce barriers to learning.