# Platanos College

# Identified barriers to achievement for disadvantaged pupils

## A. Introduction

The school identifies the potential barriers to educational achievement by pupils eligible for the Pupil Premium. These are described below.

This is part of our strategy for the use of the Pupil Premium funds. The strategy and interventions will therefore tackle the identified barriers to ensure that we continue to extend the achievement of disadvantaged pupils.

## B. Identified barriers

### 1. EAL (English as an Additional Language) / Literacy

We have a significant proportion of pupils eligible for the Pupil Premium who are EAL pupils or pupils that require literacy catch up. This presents a barrier to pupils being able to access the curriculum and make significant progress.

To address this, pupils are assessed when they join the school so that we establish their level of need and the support and interventions that will be required.

### 2. Behaviour and welfare

Behavioural issues and behaviour for learning can also be a barrier preventing pupils from maximising their learning and making the expected progress. These can be due to a variety of internal and external factors and, in some ways, can also be linked to social and economic factors (see below). In turn, these can have an influence on disadvantaged pupils' welfare and wellbeing and inevitably impact on their learning and development.

The school recognises the potential complex interplay of underlying factors that need to be addressed to ensure that pupils are well supported and guided, and such barriers and distractions are removed or minimised.

### 3. Socio-Economic factors

Disadvantaged socio-economic backgrounds or issues can undoubtedly effect pupils' achievement, attendance and engagement with curriculum and extra-curricular activities.

These can include for example: (a) Lack of breakfast – a hindrance to pupil focus, engagement and learning, (b) school uniform, (c) engagement/attendance at additional activities and trips.

### 4. Attendance

There is an obvious link between poor attendance and poor educational outcomes. Poor attendance inevitably has a negative impact on pupils' learning and achievement and potentially exacerbates the disadvantage experienced by pupils eligible for the Pupil Premium.

The school addresses this by rigorous monitoring and use of appropriate interventions in order to improve attendance and improve or modify attitudes and behaviour.

### 5. Most able disadvantaged

The school recognises that the lack of challenge would also be a barrier in itself in stretching the most able disadvantaged pupils and ensuring that these pupils maximise their learning and potential. This is a barrier to pupils' educational achievement that would be expected of such a group.

Additional provision and support is put in place to ensure that the most able disadvantaged reach their full potential and make the appropriate progress from their higher starting points. Pupils' needs are catered for through careful planning and tracking of their learning and progress within the classroom and beyond.

### 6. SEND (Special Educational Needs and Disability)

Disadvantaged backgrounds with additional SEND needs present a unique and challenging barrier to learning and achievement. The barrier to accessing the curriculum can be due to a number of factors, such as cognition, learning difficulties, behaviour, and physical impairment.

Such special needs are complex and this is unsurprisingly linked to pupil behaviour and welfare. The school recognises that such barriers listed here can overlap and influence each other. This can require specialist support as part of a structured programme and multi-faceted approach depending on needs.

### 7. Parental involvement

We recognise and believe that parental involvement can have a significant influence on the educational outcomes of disadvantaged pupils. Where parental support is lacking, it presents an additional challenge to ensure pupils' sustained and rapid progress.

Parental involvement can of course also be influenced by family background and socio-economic factors. Parental engagement and parental education is therefore important in encouraging a cooperative approach in supporting our disadvantaged pupils.