

## BARRIERS TO LEARNING AND RISK FACTORS

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Bowness-on-Solway Primary School 2016

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 MAKE 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, including our disadvantaged pupils. Barriers to learning are identified from rigorous data analysis (as well as an understanding of our school's context) 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.

### RISK FACTORS

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As a school we have identified our own **risk of underperformance** so that we can respond appropriately. We have identified our pupils have **lower results on entry**. Therefore **early identification and intervention** is vital to help our disadvantaged pupils achieve.

### BARRIERS TO LEARNING

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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 is from a single parent family 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 low income.
- Unsupported learning habits at home e.g. the home may lack resources for learning and pupils may not have had reading modelled to them. The children may not have adequate support for homework.
- 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 and self-esteem.
- Attendance: Pupil Premium attendance is still slightly lower than their non-pupil premium counterparts in school.