



SOMERVALE
SCHOOL

Barriers to Learning for Vulnerable and Disadvantaged Students

The barriers faced by the vulnerable or disadvantaged students at Somervale are outlined below within four categories:

R Readiness for Learning

B Behaviour and Safety

S Social

A Academic

Details of the support offered to ensure students are able to overcome these barriers and the impact of each approach is outlined below.

Please refer to the expenditure report to identify how Student Premium money has been allocated to be able to deliver this support.

Improving the attainment and progress of vulnerable children and those from disadvantaged backgrounds is a key priority for Somervale School. The needs of each students are identified and assessed, ensuring that any academic or social barriers they have in their learning and progression are overcome. Whilst individual students have their own school profile within school to which staff can refer, some of the key barriers faced are outlined below.

	Barriers to Success	Support at Somervale	Impact
Readiness for Learning	Being fully equipped for each lesson	There is an individual account for each students to buy all necessary equipment throughout the year. Pastoral teams regularly check equipment and help with replenishments. Support staff and tutors check every PP student is fully equipped prior to all mock and external examinations. Enhanced transition is available, where required, to prepare for starting at Somervale.	Every PP student has the required equipment for daily learning. Students are regularly checked and supported in replenishing equipment. Students are fully prepared for examinations. Students have a successful start to Secondary School.
	Wearing the correct uniform	There is an individual account for each student to buy all necessary uniform and sports kit throughout the year. Pastoral teams work with parents to ensure uniform is correct and replenished as required. PE department has spare Somervale sports clothing where required. Agreement with local suppliers regarding the ordering of new of replacement uniform.	Each PP student is properly dressed and wears the correct school uniform. Students wear correct sports equipment and can immediately access reserves as required prior to purchase to avoid missing lessons.
	Access to course material and reading books	All students are fully equipped with books, dictionaries, food technology ingredients and any other course materials that are required.	Students are able to access their chosen curriculum fully and be well supported in their studies
	Purchasing food and drink within school	For FSM students, the biometric systems and ‘Parent Pay’ avoid sensitivity over accessing food in the school canteen and vending machines. Food is available via cashless catering during breakfast club, break time and lunchtime.	Students access the canteen throughout the day confidently. Uptake of using their FSM entitlement has increased by 30% in the last 2 years.
	Attending School trips and extra-curricular activities	Trips are subsidised automatically via the parents pay. Instrumental lessons are subsidised or free if accessing Yamaha Music School lessons. Heads of Key Stage regularly contact parents to ensure they are aware of payment options.	All students can access all of the planned excursions. All students can access instrumental lessons.

Behaviour and Safety	Behavioural issues	Individual support plans in place and monitoring by Heads of Key stage, Heads of Department and Leadership Team. There is regular contact between HOKS and parents to promote and maintain the highest of standards.	There are clear boundaries and expectations throughout all aspects of the school. All students behave well around the school site.
	Feeling safe and being part of a 'family'	Each student has a tutor and is part of a Key stage. HOKS regularly monitors progress. Profiles for each students give teaching access to information and advice. Progress monitored by Senior team. Assistant HOKS (non-teaching) are available at all times. The Inclusion Room offers a safe environment at all times of the day for student. All new students meet with HOKS during their first term.	Students feel part of a Key Stage. Students confident around the school site and have a sense of ownership and belonging. Somervale School is extremely flexible in its approach meeting students' needs.
	Personal issues	Pastoral staff prepare profiles that outline challenges faced by each student and strategies to support their individual needs. Profiles are read by each students' teachers so the teaching, the learning environment and monitoring can be adapted to meet specific needs.	Staff awareness of barriers to learning and appropriate strategies to ensure success is extremely thorough.
Social	Low self-esteem and self-belief	Mindfulness training completed by staff. Staff trained in Attachment Disorder. Leadership Team delivers PX2 course to students to selected Year 10 students.	Students have high self-worth and can engage with students and staff confidently. Developing confidence to access GCSE studies.
	Low expectations and sense of accomplishment	HOKS actively contacts parents prior to parents' evenings to encourage attendance.	Attendance of PP students and families at Parents' Evenings has increased from
	Building positive relationships	Tutor and HOKS monitor friendships and social groups. Tutor teams have a weekly briefing meeting. Social Skills sessions are delivered to support where required, which are timetabled.	Students quickly form positive relationships with peers and staff alike.
	Willingness to contribute to the wider community	HOKS encourage participation in various extra-curricular projects. Senior Leaders promote and monitor extra-curricular activities. Assemblies are giving to promote awareness and parent views are collected on ARD. Students are encouraged to participate in community concerts and fundraising events.	Engagement of PP students has increased across all year groups. Increased involvement in school productions / sporting events. Students complete the Personal Success Reward chart. Increase student awareness of local community and importance of participation.

	<p>Aspirations and future concerns</p>	<p>Prioritised personal tutoring by tutors, HOKS and LST. Theme Days and PSHE focus on aspirations and future careers.</p> <p>Students are assigned a Bath Spa University mentor or tutor, from Years 7 to 11.</p> <p>All students have an Aim Higher University visit in Year 9 to Bath Spa University, which focuses on all options and career pathways, not just access to University.</p> <p>The assembly programme includes guest speakers and themes focus on aspirations throughout the year.</p>	<p>Career plans in place for all students.</p> <p>Disadvantaged and vulnerable students make significant progress socially, in line with their peers. Staff awareness of promoting positive life choices is highly evident from ARD parent questionnaire.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Academic success</p>	<p>Access to classroom learning</p>	<p>All staff aware of individual needs and follow a set of non-negotiable standards directly relating to the teaching and learning of vulnerable and disadvantaged children. Staff have T&L lanyard inserts about challenging PP students.</p> <p>All staff are assigned PP students to complete learning interviews in terms 2, 4 and 6.</p>	<p>Teaching of vulnerable and disadvantaged students is outstanding. The gap between PP students has significantly closed since 2015.</p> <p>Students are able to identify areas for development and set targets to achieve each term, which is monitored and tracked by HOKS and LST.</p>
	<p>Confidence with literacy</p>	<p>Year 7 students are identified in the intervention programme to develop Literacy skills with specialist English teacher, in a smaller group.</p> <p>All students complete the STAR reading programme.</p> <p>1:1 and small group sessions for students with English TA and all students have supported library sessions, with the school librarian.</p> <p>All students complete the accelerated reading programme.</p> <p>Literacy is a focus for all students and staff adhere to a set of non-negotiable standards targeted at teaching vulnerable students. All staff have received literacy training to develop whole school strategies within departments, developing the writing frameworks, editing walls and literacy mats which are subject specific.</p>	<p>Significant improvements in literacy.</p> <p>Reading scores are tracked and monitored throughout the year. Student success is celebrated in special year group assemblies and displayed around the school.</p> <p>English staff use the scores to monitor and track student progress, sharing information with students, parents and LST</p>
	<p>Confidence with numeracy</p>	<p>Year 7 students are identified in the intervention programme, taught in sets to personalise student needs.</p> <p>Numeracy is a focus for all students and staff adhere to a set of non-negotiable standards focussing on vulnerable groups.</p>	<p>Significant gains in numeracy with all students making increased progress in Maths and across the curriculum.</p>
	<p>Completing homework and revision</p>	<p>All students are invited to attend Prep on specific year group evenings and some students are identified to attend compulsory prep.</p>	<p>Homework completed more consistently and to a better standard across the curriculum.</p>

		<p>Homework club and support is available each for all vulnerable students.</p> <p>There are departmental-specific lunchtime and after-school clubs available to support learning outside of the classroom. Department intervention is timetabled.</p> <p>Students in KS4 receive specific revision programme throughout the year.</p> <p>Year 11 students are given 100 day plan to support structure revision and exam preparation.</p> <p>Students in Year 10 complete end of Year passport to access Year 11.</p> <p>KS3 students are to prepare revision booklets each term, devising resources to prepare for end of year exams. Learning how to maximise memory skills and become a resilient learner.</p>	<p>Increase in % of students being on Target at the end of each year.</p> <p>Increase GCSE outcomes through specific KS4 revision programme and intervention strategies.</p> <p>Students are working towards set targets and all work and the end of Year 10 is completed. Department FSR and data captures monitored and students underachieving identified for personalised intervention.</p>
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