

Barriers for Learning for Vulnerable and Disadvantaged Students

The barriers faced by vulnerable and disadvantaged students are outlined below in the four categories

- Readiness for Learning
- Behaviour and Safety
- Social
- 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 student 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.

Category	Barriers to Success	Support at Somervale	Impact
Readiness for Learning	Being fully prepared equipped for each lesson	There is an individual account for each student to buy all necessary equipment throughout the year.	Students have a successful start to Secondary School and are prepared during the transition process, provided with a list of equipment and uniform. Every PP student has the required equipment for daily learning. Students have daily equipment checks during tutor time and are supported in replenishing equipment. Students are fully prepared for exams and are provided with revision resources and exam equipment packs.
	Wearing the correct uniform	There is an individual account for each student to buy all necessary equipment and sporks kit	Each PP student is properly dressed and wears the correct school uniform, taking pride



		<p>throughout the year. Pastoral teams work with parents to ensure uniforms are correct and replenished as required. The PE department has spare Somervale sports clothing where required. Agreement with local suppliers regarding the ordering of new replacement uniforms.</p>	<p>in belonging within the school community.</p> <p>Students wear correct sports equipment and can immediately access reserves as required prior to purchase to avoid missing lessons.</p> <p>Students represent the school in PE fixtures and sporting events wearing the correct PE uniform.</p>
	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 the curriculum fully and are well supported in their studies.
	Purchasing food and drink within school	<p>For FSM all students have access using pebble and parent pay avoiding sensitivity over accessing food in the school canteen.</p> <p>Food is available via t cashless catering during before school, break time and lunchtime.</p>	Students access the canteen confidently. Uptake using their FSM entitlement has increased by 30% in the last two years.
	Attending School trips and extra-curricular activities	Trips are subsidised automatically via parent pay. Instrumental lessons are subsidised. The Pastoral team regularly contacts parents to ensure they are aware of payment options.	All students can access all of the planned excursions throughout the academic year. All students have access to instrumental lessons.
Behaviour and Safety	Behavioural issues	<p>Individual support plans are in place and monitored by the Head of Year, Head of Department and Leadership Team.</p> <p>There is regular contact with parents by tutors and Head of Year to promote and maintain the highest of standards and expectations.</p>	<p>There are clear boundaries and expectations throughout all aspects of the school.</p> <p>All students behave well around the school site in a purposeful learning environment for all students. Monitoring student house points throughout each term and through house assemblies, letters, postcards and certificates home creating a strong sense of belonging.</p>
	Feeling safe and being part of a	Each student has a tutor group and a Head of Year to support and monitor students progress and	Staff are approachable and supportive. Students feel part of a Year group and also



	'family'	attendance. Student profiles are provided and all students receive tutor mentoring sessions throughout the academic year. Student progress and mentoring is monitored by the Leadership Team. Pastoral Assistants (non-teaching) are available at all times. The inclusion room offers a safe environment at all times of the day for. All new students meet with their Head of Year during their first term.	have a house identity. Students are confident around the school site and have a sense of ownership and belonging.
Social	Low self-esteem and self-belief	Staff are fully trained and regular CPD sessions are provided. Specialist staff are trauma awareness trained and attachment disorder. Students attend social skills and have access to various support strategies.	Students have high self-worth and can engage with students and staff confidently. Students develop their confidence to access GCSE studies. All students receive personalised targets to improve student progress and engagement in lessons.
	Low expectations and sense of accomplishment	Tutors regularly contact home. The Head of Year actively contacts parents prior to parents' evenings to support attendance and parental participation.	Attendance of PP students and families at Parents' Evenings continues to increase. Tutors meet with students to track and monitor student progress to support a sense of accompaniment and celebrate student success.
	Build positive relationships	Tutors and Heads of Year monitor friendship and social groups. Tutor teams have weekly briefing meetings. Social skills sessions are delivered and timetabled to support students.	Students quickly form positive relationships with peers and staff alike. Students develop confidence within and have a sense of belonging within the school.
	Willingness to contribute to the wider community	Tutors, teachers and Head of Year actively encourage student participation in various extra curricular activities. Senior Leaders promote and monitor extra-curricular activities. School and House Council meetings	Engagement of PP students has significantly increased across all year groups to contribute in extra-curricular activities. The extra-curricular programme offers a wide range of activities which is updated termly.



		<p>support student voice. Students are encouraged and supported to participate in community events and house fundraising activities.</p>	<p>Increased student involvement in school productions, house fundraising events, sporting events and fixtures, impacting on school attendance and achievement.</p>
	Aspirations	<p>All students receive tutor mentoring. All students have access to a careers programme and careers fair. Students have access to Theme Days and PSHE focuses on aspirations and future careers. Students attend an Aim Higher University visit which focuses on all options and career pathways, not just access to University. The assembly programme includes guest speakers and themes focussed on aspirations.</p>	<p>Career plans in place for students and career guidance.</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. 100% NEET figures for PP students.</p>
Academic Success	Access to classroom learning	<p>All staff are aware of individual needs and follow a set of non-negotiable standards directly relating to teaching and learning of disadvantaged and vulnerable students to provide Quality First Teaching.</p>	<p>Students are confident to access the school curriculum. Students are supported to make progress in lessons and engage in all lessons.</p>
	Confidence with literacy and oracy	<p>All students have access to Accelerated Reader and complete termly STAR tests. 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 and oracy training.</p>	<p>Students are engaged in the Accelerated Reading programme and make reading gains in line with their peers.</p> <p>Students are confident to complete STAR termly to support progress.</p> <p>Reading scores are tracked and monitored throughout the year and used across the curriculum to support students in lessons. Students are confident to talk in lessons and speak with confidence.</p>
	Completing home learning and	<p>All students are set weekly home learning tasks in core subjects in KS3 and all subjects in KS4.</p>	<p>Home Learning tasks are completed consistently to an expected standard across</p>



	revision	<p>Homework club is available for all vulnerable students. Department specific lunchtime and after school intervention sessions. Students in KS4 receive a specific revision programme and Year 11 bespoke triathlon.</p> <p>Students in Year 10 complete the end of year passport to access Year 11. KS3 exams are timetabled and students are guided in lessons to prepare and revise to become a resilient learner.</p>	<p>the curriculum.</p> <p>Students are confident to access exam content and are supported to build revision habits and techniques throughout KS3 to KS4.</p> <p>All students are provided with subject specific study guides and revision resources.</p>
--	----------	--	--