

Recognised barriers to learning; causing disadvantage and vulnerability

| Recognised barriers which influence pupils readiness to learn. | What are we doing as a school? |
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| <p>Children enter Early Years with significant delay in their skills, knowledge and understanding across all 17 areas of learning.</p> <p>Delay is particularly significant in communication, language, and listening, physical and personal development.</p> <p>Oracy, vocabulary knowledge and PSHE continue to be deficits for our pupils through school.</p> <p>Many pupils entering nursery are in nappies.</p> | <ul style="list-style-type: none"> • Development of Phase 1 approaches within nursery and to run alongside acquisition of letters and sounds across the phases. • Explicit use of oracy tools to support pupils to speak in sentences, develop language, explain, expand on ideas, argue, debate. • Vocabulary interventions • Explicit teaching of vocabulary across school, within every subject. • Spaces adjusted to make appropriate communication spaces • Extra staffing in nursery to meet the self-care needs. • Greater learning support in EYFS and KS1. |
| <p>An increasing number of pupils are entering nursery with significant cognitive, physical, personal and social needs.</p> | <ul style="list-style-type: none"> • Develop SEND specialist in EYFs to support early identification • Investment in specially designed spaces to support pupils with significant need. Focus on visual, auditory and physical therapy. • Allocated spaces to be used by individual pupils across school who require the facility. |
| <p>Pupils breadth of language and opportunities to use language is limited.</p> <p>Lack of experiences beyond the home, less opportunities to communicate through play. There is a significance of 'play poverty' where children can explore and problem-solve. Work commitments at unsociable hours mean that often family time is very disjointed, Less time together means opportunities to read, talk, play, share and listen to each other as a family are lost.</p> | <ul style="list-style-type: none"> • Explicit teaching of vocabulary within every subject • Use of a range of oracy tools within curriculum delivery which support pupils to learn to talk and learn through talk. • Ensure visual scaffolds and experiences are used to support attachment to language • Expose children to a wealth of high quality texts which are language rich. • Provide real experiences for children to 'hook' language; providing an experience to talk about. • Staff professional development through in depth oracy training. • Increase learning support in EYFS and KS1. |

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| <p>Pupils cultural capital is rich within their own community but often lacks the breadth and depth needed to make connections in order to build knowledge and skills within the wider world.</p> <p>Knowledge linked to capital is not solid.</p> <p>Pupils need to practise and revisit to embed knowledge.</p> <p>This is a challenge during lockdown as accessibility is so limited.</p> | <ul style="list-style-type: none"> • Build experiences so that pupils leave Hovingham, having broad understanding of the world within and beyond their home. • Provide an aspirational programme, embedded in the curriculum, which fills experience gaps, promotes health and wellbeing and provides experiences to scaffold language onto. • Explore Harehills and the world beyond. Introduce children to the different aspects of Leeds which have shaped the city it is today. • When possible – regular visits to significant places in Leeds so that pupils can compare and contrast. • Focus on oracy to explore, comment, debate and clarify thinking. • Knowledge is explicit and planned where there is clear progression. Hovingham's implementation model activates prior knowledge and provides practised strategies to apply knowledge. <p>N.B.</p> <p>To support bilingual learners to become competent in language acquisition, language is taught explicitly and practised. We also recognise that to be truly bi-lingual, it is also about understanding another culture, developing identity. Pupils not only have a deficit in the English language but also within their home language. Home language plays a significant role in learning additional language in terms of cognitive, linguistic and socio-cultural influences.</p> |
| <p>Children need the opportunity to play indoors and outdoors safely so that they can develop a curiosity of the world around them.</p> <p>They need daily opportunities to be physically active.</p> | <ul style="list-style-type: none"> • Greater focus on access to provision within KS1 • Development of outdoor learning opportunities across the curriculum • Investment in sports coaches • Investment in outdoor spaces |
| <p>There is a growing need for Speech and language support.</p> <p>Currently, there are over 40 pupils who require support.</p> | <ul style="list-style-type: none"> • Communication specialist as part of the SALT offer in school • Chatterbug SALT in school weekly • Training staff to become experts in SALT delivery. |

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| | <ul style="list-style-type: none"> • Early identification for speech and language needs |
| <p>Pupils have limited opportunity to read at home or revisit favourite books.</p> <p>Lack of resources to support learning can be very limited within the home.</p> <p>Access to books is very limited.</p> | <ul style="list-style-type: none"> • More opportunities for reading are planned into each day. • Dedicated story session for every class. • Explicit reading lesson for Y2-6 • Systematic daily phonics lessons and further catch-up interventions in addition to this. • Systems to develop a love for reading and raise profile in school • Immersion in story within EYFS and KS1. • Stories regularly posted on each year group blog. • Higher ratio of staff: children in EYFS and KS1 to support timely and effective intervention. • High investment in books - banded to support phonics and real texts to support development in the content domains |
| <p>Pupils ability to retain information is not consistent. This is most apparent to recalling basic number facts, multiplication tables and spellings.</p> | <ul style="list-style-type: none"> • Explicit strategies are in place, in every lesson, to active prior learning and promote talk throughout each aspect of every lesson. • Blog posts consolidate learning in class. • Little and often interventions to support phonics, spelling and maths recall. • Extra staff recruited |
| <p>Poor attendance prevents pupils making the progress they are capable of.</p> | <ul style="list-style-type: none"> • Targeted case work to support improvements in attendance. • High challenge to poor attendance. • Clear attendance strategy |
| <p>Aspirations families have for their children sometimes are not based on educational success.</p> | <ul style="list-style-type: none"> • Our curriculum promotes the locality and the opportunities within Leeds by shining a light on the city as a great place to grown-up and where there are opportunities for the future. This is part of our curriculum offer. |
| <p>Children are vulnerable to social, emotional and mental health difficulties as a result of life experiences.</p> <p>Socio-economic factors often influence a pupils readiness to learn.</p> <p>We have a duty to safeguard all pupils.</p> | <ul style="list-style-type: none"> • Provide a robust curriculum and setting which promotes pupil voice and support the personal development of every child. • Staff are highly trained in supporting pupils social, emotional, physical and mental health. This is embedded in the curriculum offer. • There is a focus on setting an environment where children are ready to learn. |

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| | <ul style="list-style-type: none"> • A robust system to support vulnerable families through targeted support and working closely with wider agencies. • Physical activity and promotion of healthy nutrition are promoted through the curriculum. • Constant review of pupil need - Who are we worried about? • System to review and respond quickly to CPOMS notifications. • Extra staffing in place to support needs • Regular community boxes are given out weekly to 75-100 families every week. These provide food and cleaning products to families. • Fit and fed activities planned for the school holidays. |
| <p>Level of routines inhibit learning. Hours of sleep – time and interruptions Nutrition Level of exercise Weekend/holiday routines Family routines</p> | <ul style="list-style-type: none"> • High challenge on lates and attendance • Clear attendance strategy for those families who are falling below and well below expectations. • Referrals to family support and cluster team to work directly with families • Regular exercise promoted at school • Key messages shared with parents • Clear routines in school • Staff training – emotional literacy, PSHE, aspects of personal development |
| <p>Low levels of parental engagement</p> <p>Some parents have a barrier in their own acquisition of language.</p> <p>Some parents have literacy and numeracy challenges themselves.</p> | <ul style="list-style-type: none"> • Targeted case work • Increased contact with parents to build relationships • Explore opportunities to communicate through class blog • Parent-friendly website under construction |
| <p>Children often use electronic games as their main entertainment at home. Therefore, screen time is high and activity quite sedentary.</p> <p>Where there is access to the internet, sometimes this is not monitored well enough.</p> <p>For remote learning, we have a duty to ensure there is a balance between</p> | <ul style="list-style-type: none"> • Focus on oracy enables children to get immediate feedback; supporting communication skills. • Focus on the blog supports access to appropriate activity if pupils have access to the internet. • Focus on online safety • Promote being outdoors. • Outdoor learning opportunities as part of the curriculum offer • Staying safe outdoors. |

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| <p>screen and activity to maintain health and wellbeing.</p> | |
| <p>For some children, behaviour (linked to SEMH needs) is a significant barrier to learning.</p> | <ul style="list-style-type: none"> • Specialist SEMH provision – Cabin and Jigsaw rooms • Direct work with outside agencies • Staff training across school with a view to develop specialists. • Targeted intervention to support SEMH needs. • Promotion of our ready, respectful and safe code of conduct |
| <p>Some children have poor health and fitness practices linked to diet and living conditions.</p> <p>Having spaces to learn effectively can be a challenge.</p> <p>Access to devices is very limited.</p> | <ul style="list-style-type: none"> • Promotion of health and fitness through the curriculum • Specialist sports coaches • Improved facilities and access to opportunities across Leeds • Breakfast provided to all • Family and cluster support • Funding to support digital literacy and hardware. |