**Colebourne’s approach to pupil premium.**

**Objectives in spending PPG:**

At Colebourne, we aim to ensure that children receive a wide range of opportunities, regardless of their background, and strive to ensure that children from disadvantaged backgrounds are given support to enable them to close attainment gaps with other children nationally. We aim to identify barriers to learning and remove them, or minimise the impact they have on children’s learning and wellbeing.

**Barriers to learning:**

We have identified the following as the most significant and prevalent barriers to learning for PPE children:

* Low prior attainment, relative to non-PPE children.
* A lack of opportunities to support learning in the home environment.
* A range of difficult circumstances, either historical or current, leading to different issues, including emotional concerns and poor mental health.
* A lack of opportunities to gain a wide range of life experiences.
* Social and emotional issues resulting in low confidence and self-esteem.
* Attendance: Some children’s attendance is low which will impact on their learning.
* Trauma and other mental health issues in the family and/or child
* Special educational needs and disabilities

**Nature of Support:**

We track all children’s academic performance, barriers to learning and physical and emotional needs. We also identify any aspects of trauma history which may affect them now or in the future. This along with close partnership with parents enables us to be in a good position to offer support to all children when it is needed.

We run a PATHs programme to help build children emotional resilience. Staff are trained on areas such as inclusive practises in teaching, compassionate approaches to the management of behaviour and the detailed understanding of attachment difficulties.

We have an ethos of looking beyond the behaviour in order to identify support. We recognise that without the emotional and nurture support, children with additional needs do not perform well. It is through our approach that enables these children to perform as well as possible.

We treat Pupil Premium as a vital part of our strategy to support vulnerable children and those with additional needs.

We offer our children a range of specific support including:

* Quality first teaching, we run many intervention groups in designated spaces that are conducive to children’s learning.
* Read, Write Inc programme to help children with their early phonics, reading and writing, and we continue to support the development of this programme financially.
* Emotional wellbeing support - we invest heavily in Learning Mentor support and family support work, including providing English lessons for parents learning English as an additional language
* Family Support Workers and external providers for pupil and family support enable us to support the wider family and ensure appropriate support is in place.