



Barriers to Learning Students who are entitled to Pupil Premium at the Shrubberies School

***We recognise that due to vulnerability of our students, who all have learning difficulties and disabilities, these barriers may apply to any of our students.**

The main barriers to learning at The Shrubberies School have been identified as being: Contextual Information	
English as an additional language (EAL)	A learner of English as an additional language (EAL) is a pupil whose first language is other than English. First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community. 37% of Pupil Premium at Shrubberies School are registered as EAL learners
Special Educational Needs (SEND)	SEND pupils have a learning difficulty or disability which calls for special educational provision to be made for them. All students are registered as SEND learners
Attendance	Persistent low attendance causes gaps to develop within pupil subject knowledge. Previous attendance (16-17) records show that 22% of students entitled to Pupil Premium have a history of attendance being below 90%.
Punctuality	Punctuality can cause pupils to miss key learning and provides a disruptive beginning to the school day for themselves and others. Therefore they are not prepared for learning.
Communication and Language	Delayed language development can mean an inability to use and understand speech and language to communicate and fully engage with the curriculum. This can have a significant impact on future school performance.
Parental engagement	Parents of Pupil Premium children are under- represented at parental events e.g. parents' evenings, consultation meetings, learning workshops, assemblies etc.
Limited life experiences	Some Pupil Premium children do not have the life experiences required to recall for use within the curriculum. As they do not have the opportunity to experience these they may need to be provided by the school.
Emotional literacy	Due to a range of factors such as low self-esteem, life circumstances, emotional and behavioural needs can restrict

	pupil progress and disengagement from school life.
Adverse Childhood Experiences (ACE)	Children who have experienced Adverse Childhood Experiences have a greater chance of cognitive impairment. Source: The Centre for Disease Control and Prevention, "The ACE pyramid", 2014. https://web.archive.org/web/20160116162134/http://www.cdc.gov/violenceprevention/cestudy/pyramid.html