

## Central Primary School: [Asylum Seekers](#)

### 2017-2019 Pupil Premium Strategy

1. Summary information for 2018-2019			
<b>Pupil Numbers</b>	Asylum Seekers = 13	<b>Number of pupils eligible for pupil premium funding</b>	Total number on roll: 416 (47% of total on roll) FSM & Ever 6 = 408 Service children = 0 Pupil Premium Plus = 8 Asylum Seekers = 13
<b>Total pupil premium budget allocated to pupils seeking asylum</b>	Asylum Seekers = £13,200 (further £3,960 pending)	<b>Amount per pupil:</b>	Reception class to Year 6 =£1,320 Early Years (Nursery)= £300 Armed forces =£300 Pupil Premium Plus children = £2,300 Asylum Seekers = £1,320

#### 2. Context

During the academic year 2018-19, a number of children seeking Asylum joined Central Primary. This was in part due to a Home office initiative to relocate families from London into affordable housing across the county. Central Primary has welcomed these children, recognising the wealth of cultural experiences that they can bring to the life of the school. We have worked closely with the Local Authority and other external agencies to ensure we offer the best possible education. Central Primary is currently in the process of applying to become a 'School of Sanctuary.'

#### Within School Data 2018-2019

Please note upon admission all Ayslum seekers who note English not be a first language will undertake a 'stage of language acquisition' assessment. Those pupils with EAL who are at the early stages of speaking English are assessed against the Trusts profile of competency scale before moving on to assessment against National Curriculum expectations.

Year	% Asylum Seekers	Reading	Writing	Mathematics	Note:
1	3.4	4.0	5.0	3.0	
2	2.0	8.0	9.0	8.0	
3	1.2	-	-	-	Not currently assessed against National Curriculum expectations
4	2.4	4.5	5.0	5.5	
5	2.5	3.0	7.0	3.0	
6	2.0	7.0	8.0	6.0	

4. Asylum seekers - Barriers to future attainment for pupil eligible for pupil premium funding in 2018-2019	
A.	Introduction to school life often takes place during the school year (ie not September).
B.	Parents of refugee or asylum seeking children can have particular support needs themselves. This can include, the English language, understanding our school system, dealing with officialdom, poverty and/or social isolation. Schools need to be supportive and understanding of the parents' needs as well as the needs of their children.
C.	Asylum seeking and refugee children may experience emotional or mental health problems particularly associated with past experiences
D.	Many Asylum and Refugee children have English as an additional language.
E.	Poverty, particularly linked to ability to afford educational resources, participate in school trips and travel to and from school; and living in unstable accommodation.

#### 5. Planned expenditure 2018-2019

##### Targeted support for pupil premium children.

Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact so far
<p><b>A</b></p> <p><b>Transition</b> Pupil Voice activities as well as feedback from external sources will indicate that 100% of Asylum seeker children feel happy in school.</p> <p><b>Staff lead = DHOS (AH) / AHOS (CH/KT)</b></p>	<ol style="list-style-type: none"> <li>1. Review and update the school's admissions policy</li> <li>2. Source EAL training for teaching staff on meeting the needs of EAL learners.</li> <li>3. Appoint designated EAL teaching assistant to provide in class support when needed.</li> <li>4. Implement systems to ensure that families are able to communicate effectively with designated Asylum and EAL contact in school. This may include the use of a professional interpreter.</li> <li>5. Implement 'young translators' to act as 'buddies' for new arrivals.</li> <li>6. Ensure all Asylum seeker children are provided with a free school uniform and bilingual dictionary.</li> </ol>	<p>Research and data shows that Asylum and refugee children need additional support to help them do as well as their peers.</p>	<p>Parental/pupil voice shows that children feel happy in school.</p>	<p>Feedback from the Red Cross and Schools of Sanctuary notes the 'welcoming' environment which school has created and commends the 'strong partnership' which the school has developed with parents.</p> <p>Parent voice activities indicate 100% of parents feel their child is happy at school.</p>

		<ol style="list-style-type: none"> <li>7. Review assessment systems for EAL children, including proficiency in English assessment.</li> <li>8. Designated Asylum seeker lead to attend weekly meet up of Asylum seeker community to allow for an informal opportunity for questions to be answered.</li> <li>9. Source training for TRIEVE team to ensure they are well placed to support the emotional and social development of Asylum seeking children.</li> </ol>			
<p><b>B</b></p>	<p><b>Parental Support</b>  Parent voice activities as well as feedback from external sources will indicate that 100% of Asylum seeker parent's feel support by school to meet the needs of their child.</p> <p><b>Staff lead = DHOS (AH)</b></p>	<ol style="list-style-type: none"> <li>1. Explore opportunities for English language classes for parents.</li> <li>2. Set up Asylum seeker hub meetings with other professionals to meet once per half term to share information regarding families seeking Asylum.</li> <li>3. Parents' evenings (flexibility to meet with parents at convenient times or location).</li> <li>4. Look into the Parent Ambassadors/ Parent Champions or other schemes to allow for the community voices to be heard.</li> <li>5. Ensure all Asylum seeker parents are provided with a free bilingual dictionary.</li> <li>6. Implement systems to ensure that families are able to communicate effectively with designated Asylum and EAL contact in school. This may include the use of a professional interpreter.</li> <li>7. Review systems of communication with all EAL parents such as translating facilities on the school website.</li> <li>8. Designated Asylum seeker lead to attending weekly meet up of</li> </ol>	<p>Increased parental confidence will lead to better progress and higher attainment.</p>	<p>Parental voice shows that parents feel supported by school to meet the needs of their child.</p>	<p>Feedback from the Red Cross and Schools of Sanctuary notes the 'the meticulous attention you give to the assessment and learning needs and progress of children.' The commend the school for the variety of ways in which we support parents to meet the needs of their children.</p> <p>Parent voice activities indicate 100% of parents feel supported by the school to meet the needs of their child.</p>

		<p>Asylum seeker community to allow for an informal opportunity for questions to be answered.</p> <p>9. Monitor parental participation, to ensure that vulnerable parents are able to participate. Where this is not the case identify ways to support enhanced engagement.</p> <p>10. Ensure parents are aware of the schools bid to gain School of Sanctuary award and the support it can offer.</p> <p>11. Maths, reading and writing workshops to show parents how to support home learning effectively. Free learning resources provided to use at home.</p>			
C.	<p><b><u>Wellbeing and Emotional Support</u></b></p> <p>Staff lead = DHOS (AH)</p>	<p>1. Full time family support worker</p> <p>2. Establish a family support centre April, 2019. Working with Children North East and charities such as Bridges to deliver parenting classes, mental health project, maths and literacy courses for parents.</p> <p>3. Thrive programme introduced to address development gaps as appropriate.</p>	Increased wellbeing will lead to better progress and higher attainment.	Track attendance at Thrive workshops	Attendance registers indicate that parents of Asylum seekers regularly take up opportunities to attend family support workshops.
D.	<p><b><u>English as an Additional Language</u></b></p> <p>Ensure all Asylum seeker children make good progress from their starting points</p> <p>Staff lead = DHOS (AH)</p>	<p>1. Develop language proficiency assessment resources</p> <p>2. Source EAL training for teaching staff on meeting the needs of EAL learners.</p> <p>3. Appoint designated EAL teaching assistant to provide in class support when needed.</p> <p>4. Resources dual language books for the school library</p> <p>5. Develop 121 language assessment plans</p>	Research and data shows that EAL children need additional support to help them do as well as their peers.	Progress and attainment to be closely tracked through individual plans	Feedback from the Red Cross and Schools of Sanctuary notes the 'the meticulous attention you give to the assessment and learning needs and progress of children.'

		6. Establish guidance on classroom support strategies.			
E	<p><b><u>REMOVE FINANCIAL BARRIERS</u></b></p> <p>Staff lead = Head of School (LH)</p>	<p>1. The school will continue to pay for or subsidise enrichment activities, educational visits and residential as appropriate</p> <p>2. The school will continue to pay for uniform and stationery for learners as needed</p> <p>3. The school will continue to pay for breakfast club for PP learners</p> <p>4. Music tuition</p> <p>5. Beach school provided as part of Thrive plans</p> <p>6. The school will support with clothing packages through contributions from volunteers as appropriate</p> <p>7. The school will support with uniform as needed – small donation uniform rails currently hosted in scope charity shop on main street.</p>	<p>Many of our Asylum and refugee children have limited cultural experiences linked to topics of learning in the English National curriculum. Increased experiences will lead to better progress and higher attainment.</p>	<p>Track enrichment activities.</p>	<p><u>February 2019</u></p> <p>Financial barriers to learning are being removed.</p>

