

## Pupil Premium Report (2015/16)

<b>Summary of main barriers to learning for children eligible for Pupil Premium.</b>	Under-developed writing, spelling and numeracy skills of some of our disadvantaged pupils Low self-esteem and related social skills in identified pupils A disruption to positive home experiences resulting in a lack of motivation and in some cases emotional risk.
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***For the year 2015-2016, Sutton Primary Academy was allocated £21,060 for children who attract Pupil Premium funding. This was allocated and evaluated as follows:***

<b>Initiatives in 2015-16</b>	<b>Reason for allocation</b>	<b>Evaluation</b>	<b>Action</b>
Talk for Writing: training, provision and resources.	A need for a more structured approach to the teaching of writing and spelling was identified through pupil attainment figures in 2014-15. Several days of training were put in place for all teaching staff and additional training was also offered to Teaching Assistants. Additional resources were also provided to ensure the initiatives were implemented with as great a level of success as possible.	100% of children who attracted Pupil Premium funding made at least expected progress in writing. 50% of those pupils made more than expected progress.	Use of writing materials to continue. No further purchases required at this time. Update training to accessed as and when appropriate.
THRASS: training, provision and resources.		In addition to this 75% of the Y6 cohort made at least expected progress in writing (two children did not but still made excellent progress from their starting point). 50% were awarded working at greater depth in writing. 88% made at least expected progress in the SPaG assessment tests.	Use of THRASS to continue during 2016/17 with additional training opportunities to be accessed as and when appropriate.
Social, Emotional and Behavioural Provision – learning mentor	To enhance positive relationships and self-esteem.	We have observed a definite increase in self-esteem and this, in turn, has enabled more positive relationships to be developed throughout the school. This approach has not only benefitted children who attract Pupil Premium funding but also their friends and classmates.	To continue during 2016/17
TA support/ intervention groups for literacy and numeracy.	To enhance the literacy and numeracy skills of children who attract pupil Premium funding and develop and increased sense of confidence and independence when attempting tasks.	Please see above statements with regards to reading and writing progress. 100% of children who attract Pupil Premium funding made expected progress in maths and 36% of those children made more than expected progress.	To continue during 2016/17
Family support for welfare and attendance including CAF assessments..	An overwhelming increase in families requiring additional support which led to the decision to employ a Family Support Worker in addition to the staff in place to support with attendance and other welfare issues.	Safeguarding data All pupils within the school were engaged in Protective Behaviour program and trained staff are actively utilised to provide support for PP children.	To continue during 2016/17
Forest School Programme: training and provision.	Due to the trained practitioner moving elsewhere in the Federation, we need to train a new member of staff to Level 3 to enable Forest Schools to continue.	Training courses booked for October 2016	To continue during 2016/17

Report written: **September 2015**

To be reviewed by: **September 2016**

Review completed: **28<sup>th</sup> September 2016**

**next years allocation 23,380**