

Pupil Premium Report Planned Allocation (2016/17)

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| Summary of main barriers to learning for children eligible for Pupil Premium. | Under-developed reading, spelling, punctuation and grammar 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 2016-2017, Sutton Primary Academy has been allocated £23,380 for children who attract Pupil Premium funding. This will be allocated and evaluated as follows:

| Initiatives in 2016-17 | Reason for allocation | Evaluation | Action |
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| Reading | To provide additional resources to either support or extend pupil premium children so that progress in reading is in line with progress made in other curriculum areas. | | |
| Higher ability PP children – opportunities to extend their skills beyond the classroom | To ensure <i>all</i> higher ability children are given the same opportunities to extend/broaden their learning/skills beyond the classroom (workshops, ambassador programs, extra-curricular clubs). | | |
| Subsidising trips/residentials/clubs | To ensure <i>all</i> children are given the same opportunities to access extra-curricular activities as their peers. | | |
| Social, Emotional and Behavioural Provision – learning mentor | To enhance positive relationships and self-esteem. | | |
| 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. | | |
| 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. | | |
| 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. | | |

Report written: **September 2016**

To be reviewed by: **September 2017**