

Pupil Premium Report (2015/16)

Summary of main barriers to learning for children eligible for Pupil Premium.	Under-developed reading, spelling and numeracy skills of some of our disadvantaged pupils Low self-esteem and related social skills in identified pupils
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For the year 2015-2016, Canon Pyon CE Academy was allocated £10,420 for children who attract Pupil Premium funding. This was allocated and evaluated as follows:

Initiatives in 2015-16	Reason for allocation	Evaluation	Action
THRASS: training, provision and resources. 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.	100% of children who attract Pupil Premium made at least expected progress in writing and 66% of these children made more than expected progress. 83% of Y6 children made at least expected progress in both the KS2 writing and SPAG assessments (only one child in each assessment did not make expected progress).	Use of THRASS and Talk for Writing to continue during 2016/17 with additional training opportunities to be accessed as and when appropriate.
Moving Targets initiative.	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.	Moving Targets 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 66% of those children made more than expected progress.	To continue during 2016/17
Funding for extra-curricular visits.	To ensure <i>all</i> children are given the same opportunities to access extra-curricular visits as their peers.	Children have been able to access extra-curricular activities alongside their peers – something they may have been able to do without the financial subsidy.	To continue during 2016/17

Report written: **September 2015**

To be reviewed by: **September 2016**

Review completed: **22nd September 2016**