

Pupil Premium Report (2015/16)

Summary of main barriers to learning for children eligible for Pupil Premium.	Under-developed reading, spelling and writing skills of some of our disadvantaged pupils Low self-esteem and related social skills in identified pupils Financial difficulties of disadvantaged families
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For the year 2015-2016, Kings Cagle Primary Academy was allocated £7,920 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.	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 In addition to this, the school achieved 100% attainment in Year 6 (50% of whom attracted Pupil Premium funding) in the KS2 Grammar, Punctuation and Spelling SATs results.	Use of THRASS to continue during 2016/17 with additional training opportunities to be accessed as and when appropriate.
Social development games and resources.	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.	Use of games and resources to be used with groups of children as appropriate. No further purchases of resources required at this time.
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.	To continue during 2016/17
Funding for extra-curricular visits and clubs.	To ensure <i>all</i> children are given the same opportunities to access extra-curricular activities 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. Learning has been enhanced as a result of the educational visits and the swimming lessons have not only enabled children to learn to swim but also to develop their safety awareness around water.	To continue during 2016/17

Report written: **September 2015**

To be reviewed by: **September 2016**

Review completed: **14th September 2016**