

## Pupil Premium Report (2015/16)

<b>Summary of main barriers to learning for children eligible for Pupil Premium.</b>	Under-developed reading, spelling and numeracy 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, Lord Scudamore Academy was allocated £103,695 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>Impact</b>	<b>Action</b>
Talk for Writing: Training and provision  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. 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.	81% of children who attract PP funding made at least expected progress in reading, with 69% of whom made accelerated progress.  92% of children who attract PP funding made at least expected progress in writing, 74% of whom made accelerated progress.	Use of THRASS and Talk for Writing to continue during 2016/17 with additional training opportunities to be accessed as and when appropriate.
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.  86% of children who attract PP funding made at least expected progress in maths, 70% of whom made accelerated progress.	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
Family Support Worker: employed across the Federation with specific responsibility for CAF assessments	An overwhelming increase in families requiring additional support through the CAF process led to the decision to employ a Family Support Worker.	All CAF processes are followed accurately and actioned within an appropriate timescale.	Safeguarding data

Report written: **September 2015**

To be reviewed by: **September 2016**

Review completed: **25<sup>th</sup> September 2016**