

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 Financial difficulties of disadvantaged families
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For the year 2015-2016, St Weonard's Primary School was allocated £6,600 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.	75% of children who attract Pupil Premium funding made more than expected progress in writing.	Use of THRASS to continue during 2016/17 with additional training opportunities to be accessed as and when appropriate.
Employment of Learning Mentor to work with individual children.	To enhance positive relationships, self-esteem and resilience.	We have observed an improvement in self-esteem and resilience in particular pupils and this has started to have an impact on participation and enjoyment of wider activities, such as school trips and extra-curricular activities.	Continuation of allocation of Learning Mentor time as 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 an 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 at least expected progress in maths and 50% of those children made more than expected progress. 100% made at least expected progress in reading and 75% of those children made more than expected progress. 75% made more than expected progress in writing.	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: **20th September 2016**