



### **What is it?**

The pupil premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

### **Why has it been introduced?**

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Whilst schools are free to spend the Pupil Premium as they see fit we are required to publish online information about how we have used the Premium.

### **Herrick Funding**

For the academic year September 2013 to July 2014, our school received £65,700 of Pupil Premium funding. In September 2014 to July 2015, our school received £74,100 of Pupil Premium funding. For the financial year April 2015 to March 2016 our school has received £81,840.

### **Herrick Philosophy**

As a school we have adapted the Sutton Trust toolkit ( a charity established to help improve the attainment of disadvantaged pupils in English schools) which aims to help schools identify "which approaches are the 'best bets' for increasing the attainment of disadvantaged students and which approaches offer less promising chances of success."

This funding supports our belief that all children should be included in enrichment experiences regardless of financial background and further enhances our inclusive ethos and vision; "to give each and everyone a chance".

The range of provision we may consider making for this group could include:

Description	What it is	How it is used
Effective feedback on learning	Good quality marking that identifies next steps for improvement	All teachers follow the marking policy related to their Phase / Key Stage. Each marking policy states the importance of providing effective feedback to pupils to further develop their learning.
Metacognition and self-regulation	Teaching children the strategies to motivate themselves and plan, monitor, and evaluate their own learning.	All children encouraged to do well through positive reinforcement from all adults. Motivated to do well through the Reach for the Stars programme, earning points for effort, achievement, and showing respect. Children in Year 3 and 4 self-assessing skills in Foundation subjects.
Peer Tutoring	Pupils working in pairs or small groups to provide each other with support.	As a teaching strategy in class – higher ability children sharing their skills to help others. For EAL New Arrivals – children confident in English who are termed EAL working with New Arrival children less confident / able in English.
Early Intervention	Early years intervention programmes to support reading and number concepts.	Children in FS and Year 1 work in small groups for letters and sounds, group by ability. ( <i>Language groups</i> ) Class teachers in Years 1 and 2 provided with additional support. (e.g. additional T.A.'s) Children in Year 2 who failed the Year 1 Phonic test working with TA each afternoon to develop phonics skills.
Specialist Lang. Support	Teacher/ T. A. who is a native speaker of a language other than English giving support to children to develop language skills, particularly those termed EAL or those termed Dual-Language learners.	Polish teacher employed 5 mornings a week to work with Polish children in Years 5/6, teaching in English but providing support and development through translation as and when appropriate for given tasks.
Writing Inset	Inset provided for teachers to develop skills.	January INSET day 2013 for Phase 3 on Shared Writing. ( <i>Boys Writing</i> )
Wave 2/3 support	An intervention programme from the Primary Framework designed to support children who are not making progress.	Children identified by class teachers at end of each term who would benefit from this intervention programme. ( <i>Boys writing</i> )  Resources packs /activities downloaded from web.
Maths Focus Group	Teachers working with selected pupils to support progress in Maths	Children identified through pupil progress analysis for focus group. 5 children per group working with teacher, 5 sessions per week.
One-to-one tutoring	Teachers working with selected pupils for one-to-one personalised tuition	Children in Year 6 not predicted to achieve to Level 4 by end of Year 6 based on Autumn Term data receive personalised tuition appropriate to their learning needs in Literacy and Maths, 1 hour per week after school.
I.C.T	Information and Communication Technology – using computers to develop learning.	Each class scheduled for 2 sessions each week in the I.C.T. suite, one session to be focused on Literacy and Maths. I.C.T. knowledge and skills objectives as per N.C. taught through the second session. Small group work, particularly phonics based, using appropriate resources. As do Wave 3 programmes for reading and writing – AcceleRead, AcceleWrite.
Phonics	The teaching of the letter sounds of the English alphabet.	Specific focus time given to this area in FS and KS1, particularly FS and Year 1. A portion of time scheduled each day to develop phonemic awareness and skills for all children. Usually done in groups based on ability.  Used as a catch-up support programme in Year 2 for those struggling with reading, and those who failed the Year 1 Phonics screening test. TA works with small groups of 5 children each afternoon for 30 mins.
Parental	Parents being informed about	Parent workshops – understanding progress, maths, supporting phonics and reading

Involvement	<p>the education (including the progress) that is given at Herrick.</p> <p>Parents supporting the learning needs of their own and other children throughout the school.</p>	<p>at home.</p> <p>Parent reading programme – working with children in Year 1 and 2 listening to readers and helping to develop comprehension skills.</p>
Counselling	<p>Trained counsellors working with children. (e.g. Bereavement)</p>	<p>Children known to be in a life situation that warrants counselling given time to work with the trained counsellor to help and support them.</p>
Behaviour Support	<p>All staff and selected groups of children (Friends Against Bullying) working as a team to promote the school ethos of respect for all throughout the school community.</p>	<p>All staff exhibiting and promoting the ethos of respect and positive behaviour through the Reach for the Stars programme, and through their own classroom behaviour management techniques.</p> <p>F.A.B.'s working to promote friendship and respect for all in the playground. Liaise closely with link TA and Senior Management.</p>
Mentoring	<p>Behaviour Mentor working with selected children in a nurture group to promote aspiration and achievement.</p>	<p>Behaviour Mentor teaching a structured 10-week programme entitled 'Ways Forward' each Tuesday afternoon for 10 children, to develop life skills and values of aspiration and achievement.</p>
Teaching Assistants	<p>T.A.'s assigned to classes to be directed by class teacher's.</p> <p>T.A.'s working with parents giving training and support to work with Year 1 and Year 2 children for the reading programme.</p> <p>T.A's directed to work in KS1 in the p.m. supporting language development through small groups.</p>	<p>T.A.'s are used to support groups and/or individuals based on needs as determined by the class teacher.</p> <p>T.A.'s work with small groups in pull-out programmes (such as Wave 2/3). (<i>Reading programme</i>)</p>
Ability Groupings	<p>Children in KS2 are streamed for maths and literacy according to ability. (support teacher/am)</p> <p>Children in FS and Year 1 were in ability groups for Letters and Sounds.</p>	<p>Each morning for literacy and maths children work in sets according to their assigned ability group. This provides a more focused learning experience for each children.</p> <p>Children work with their focused group based on the stage of Letters and Sounds appropriate to them.</p>
Reducing Class size	<p>Class size in KS1 are reduced, thus creating 2 discreet classes for Year 1 and Year 2, no split year groups classes.</p>	<p>Reduced numbers allow better provision for each child.</p> <p>Non-split year group classes facilitate a more focused learning experience for the children, grounding the class firmly with the appropriate aims and objectives specific to that year group.</p>
Educational Outings	<p>Children experiencing learning outside of the school e.g. visiting the space centre, a Hindu temple etc.</p>	<p>Where possible, and based on the medium-term plans, teachers plan at least one educational outing for their class/ year group per term.</p>

## Reporting

It will be the responsibility of the Headteacher, or a delegated member of staff, to produce regular reports for the Governors' on:

- the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
  - an outline of the provision that was made since the last meeting
  - an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support
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- It will be the responsibility of the lead of the Pupil Outcome leadership team to ensure this information is made known to the full governing body
  
  - The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils.

## Appeal

Any appeals against this policy will be through the governor's complaints procedure