

Herrick Primary School
Pupil Premium Grant Report
2013-14

Pupil Premium Funding
 Overview of the School 2013-14

| Number of pupils and pupil premium grant (PPG) received | |
|--|----------------------------|
| Total number of pupils on roll | 378 |
| Total number of pupils eligible for PPG | 73 (3 pupils in Reception) |
| Amount of PPG received per pupil | £900 |
| Total amount of PPG received | £65,700 |

Outcomes

| Actions/ Interventions | Impact | Next steps | | | | |
|---|--|--|--|--|---|---|
| Year 1 Reading: T.A.: Every day 1.15 – 3.00 6 week programme £2,400 | All pupils made at least 3 sublevels progress in course of the year. All pupils met or exceeded their target level. | Continue to provide good intervention strategies/support for Kaitlyn Linnet-King in Year 3 and work with SENCO to implement appropriate I.E.P. Ensure KS2 Reading Support T.A. is alerted to these pupils and results of 2013/14, and continue to work with Phase 3 Leader to ensure progress for these pupils continues in KS2 through appropriate support. | | | | |
| Year 2 Reading: T.A. Jacqueline Bridgeford Every day 1.15 – 3.00 4 week programme Week 1 – 4 £2,400 | | | Year 2 Support: T.A. Weds, Thurs, Fri 1.15 – 3.00 4 week Boys writing programme (Week 1,2,3,4 Spring Term 2014) | All pupils made at least 2 sublevels progress through course of the year, over 65% of pupils made at least 3sublevels progress. Pupils beginning to have a good understanding of how to write since almost all pupils attaining at least 2c by end of year. | Ensure the techniques/strategies of what worked well and passed onto KS2 Phase Leader and staff to help continuity and consistency of support. Evaluate the content taught and modify in readiness for Year 2 cohort 2014/15. | Ways Forward: Monday p.m. 1.15- 2.15 Year 3 and Year 4, 17 - 5 girls, 12 boys 2.15 – 3.10 Year 5 and Year 6, 15 - 2 girls, 13 boys |
| Year 2 Support: T.A. Weds, Thurs, Fri 1.15 – 3.00 4 week Boys writing programme (Week 1,2,3,4 Spring Term 2014) | All pupils made at least 2 sublevels progress through course of the year, over 65% of pupils made at least 3sublevels progress. Pupils beginning to have a good understanding of how to write since almost all pupils attaining at least 2c by end of year. | Ensure the techniques/strategies of what worked well and passed onto KS2 Phase Leader and staff to help continuity and consistency of support. Evaluate the content taught and modify in readiness for Year 2 cohort 2014/15. | | | | |
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| Learning Mentors: Tuesday p.m. | Reports on individual children | |
| Actions/ Interventions | Impact | Next steps |
| KS2 Reading: 4 week programme, every day 1.15 – 3.00. £2,400 | Pupils with a level 2 entry for autumn made 3 sublevels progress through course of the year. Pupils with a level 5 entry for autumn made at least 1 sublevel progress through course of the year. | Evaluate the content and strategies taught in 2013/14 and modify as necessary to suit cohort 2014/15. |
| KS2 Reading 4 week programme, every day 1.15 – 3.00. £1,200 | 80% of pupils made at least 2 sublevels progress through course of the year. >50% of pupils made at least 3 or more sublevels progress through course of the year. 9 pupils attaining well above national average for end of year expectation (attaining 4c). | Support through appropriate intervention the 5 pupils who made 1 sublevel progress in 2013/14 Evaluate group numbers for cohort 2014/15 with view to ensuring all pupils make at least 2 sublevels progress through course of the year. |
| Year 6: 1-to-1 tuition: 1 hour per week, 10 week programme | 12 out of 15 pupils made at least 2 sublevels progress in reading through course of the year. Higher proportion of pupils made at least 2 sublevels progress in Maths compared to Reading. Pupils with the lowest entry levels in autumn made some of the most progress through course of the year. | Evaluate effectiveness of 1-to-1 tuition in Reading and consider resources, strategies and how skills are applied in relation to developing reading comprehension ability when working 1-to-1. Identify in autumn Pupil Progress meeting pupils who would benefit from 1-to-1 tuition for 2014/15. Consider cost effectiveness of providing 1-to-1 tuition with possible view to pupils working as pairs or as three's instead. |
| Year 2 Support: T. Weds, Thurs, Fri 1.15 – 3.00 2 week Maths more-able programme (Week 5,6,7,8, Spring Term 2014) £1,200 | All pupils made at least 2 sublevels progress through course of the year. 75% of pupils made 3 sublevels of progress. All pupils' entry levels in autumn above age related expectation, all pupils end of year levels also above age related expectation. All pupils made 1 sublevel progress between end of Spring Term and end of Summer Term 2014. | Ensure appropriate support is in place for pupils' to continue excellent progress. Evaluate whether methods, strategies and resources used for More Able programme can be modified to suit other identified pupils in need of greater support. |
| Year 2 Reading: T.A. Every day 1.15 – 3.15 4 week programme More-Able Week 5,6,7,8 | All pupils made at least 2 sublevels progress through course of the year. All pupils made 1 sublevel progress between end of Spring term and end of Summer term. Pupils with age related expectation entry level achieved or exceeded age related expectation level by end of Year 2. | Continue to support More Able readers in Year 3 and beyond to ensure predicted targets for end of KS2. Evaluate methods, resources, and strategies used to achieve good progress for More Able pupils and modify to suit less able readers. |
| Year 1 Reading: T.A. | | |

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|---|--|--|
| Every day 1.15 – 3.00 2 nd half Spring Term 7 week programme £1,200 | | |
| Support Teachers £35,000 | Allow for setting groups in Yr3-6 in numeracy/literacy | |
| Trips & extra- curricular activities £15,000 | | |

Average Point Score 2013-14 (FSM v Non FSM)

 = narrowed

Reading

| Year Group | Non-FSM | FSM | Difference | Difference year before |
|------------|---------|------|------------------|------------------------|
| 1 | 10.3 | 11.0 | +0.7 | |
| 2 | 15.8 | 16.8 | +1.0 | -1.6 |
| 3 | 20.7 | 22.0 | +1.3 (fsm ahead) | +0.3 |
| 4 | 24.6 | 24.4 | -0.2 | -3.9 |
| 5 | 28.4 | 23.5 | -4.9 | -6.7 |
| 6 | 27.3 | 26.6 | -0.7 | -2.2 |

Writing

| Year Group | Non-FSM | FSM | Difference | Difference year before |
|------------|---------|------|------------------|------------------------|
| 1 | 9.1 | 10.5 | +1.4 | |
| 2 | 14.9 | 15.5 | +0.6 (fsm ahead) | -0.6 |
| 3 | 18.2 | 19.4 | +1.2 (fsm ahead) | +0.1 |
| 4 | 22.9 | 22.4 | -0.5 | -3.1 |
| 5 | 27.1 | 24.7 | -2.4 | -7.1 |
| 6 | 28.0 | 27.1 | -0.9 | -2.2 |

Mathematics

| Year Group | Non-FSM | FSM | Difference | Difference year before |
|------------|---------|------|------------------|------------------------|
| 1 | 10.4 | 10.5 | +0.1 | |
| 2 | 15.7 | 16.8 | +1.1 (fsm ahead) | +1.1 |
| 3 | 19.6 | 18.6 | -1.0 | -1.1 |
| 4 | 22.2 | 22.1 | -0.1 | -2.4 |
| 5 | 25.8 | 22.2 | -3.6 | -3.5 |
| 6 | 29.5 | 26.4 | -3.1 (equal) | -3.1 |

Next Steps for Approaches: 2014-15

1)*Effective feedback on learning*: Continue to ensure pupils are given high quality marking and feedback which includes next steps to help support understanding or provide further challenge. Book scrutinies, Phase moderations of work, subject specific analysis of feedback to pupils will all assist in ensuring pupils continue to benefit from effective feedback. Phases to consider how to incorporate self-assessment by pupils for all subjects.

2)*Metacognition and self-regulation*: Ensure the Learning Passports are referred to, completed, and celebrated at all levels of the school community including the Herrick Management Team, parents, and pupils' peers alike. Check classrooms have prominent displays highlighting the Learning Attitudes and interview pupils to check their understanding of them.

3)*Peer Tutoring*: Encourage greater cross-year group collaboration. May include 'digital leaders' from upper KS2 helping younger pupils with using the ThinkPads and/or lower KS2 pupils reading to pupils in FS to foster interest in reading and the sharing of stories.

4)*Early Intervention*: Continue to provide small groups for Letters and Sounds work but evaluate the effectiveness of the teaching done by T.A.'s but possibly modifying the location arrangements, materials, or groupings to consistently ensure high quality instruction.

5) *English Language Support*: Review the needs of the current EAL pupils to accurately establish the next steps in their learning of English. Create resource packs for future New Arrivals so that assessment and instruction of and for their needs can be more timely and accurate.

9) *One-to-one tutoring*: Identify from Pupil Progress data pupils who would benefit from this approach, beginning in Spring Term 2015. Review previous tutoring sessions for pupils for 2013/14 and the effectiveness of the strategies and methods taught. Highlight common areas where pupils need support and ensure tutors share knowledge and ideas between themselves to improve the quality of tutoring given.

10)I.C.T.: Continue to develop the I.C.T. skills for all pupils adhering to the new curriculum requirements and building on the new technology bought in by the school in 2013/14. Establish more classroom based I.C.T. sessions in light of possible removal of I.C.T. suite in 2014/15. Establish I.C.T. as a key component of Homework for all year groups.

11)Phonics: Use a wider base of resources to assist in the teaching of Phonics, used in school such as R.M.L. workbooks.

12)Parental Involvement: Sustain all current parental involvement initiatives (P.T.A., Navratri dances, Coffee Afternoon, workshops, etc) and assess how to develop more involvement from parents possibly through use of school website and new homework initiatives.

13)Counselling: Ensure training is up to date and pertinent for specified teachers and continue to identify at risk pupils possibly in need of counselling. Sustain the good communication links already established between members of staff to provide the best quality of in-house counselling for identified pupils.

14)Behaviour Support: Senior leadership to sustain good communication links established between all staff that currently ensures timely and accurate recording of incidents and appropriate support for identified pupils. Develop the role of the F.A.B.'s by providing them with more specific training and a better understanding of their role from the wider school community.