

# Herrick Primary School

## Pupil Premium Grant Report

2014-15

Pupil Premium Funding  
Overview of the School 2014-15

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	380
Total number of pupils eligible for PPG	57 (1 pupil in Reception)
Amount of PPG received per pupil	£1,300
<b>Total amount of PPG received</b>	<b>£74,100</b>

### Approaches used by Herrick Primary School 2014/15

	Description	What it is	How it is used	Cost
1	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.	
2	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.	
3	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.	
4	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.	£9,000
5	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.	£1,500
6	Writing Inset	Inset provided for teachers to develop skills.	January INSET day 2013 for Phase 3 on Shared Writing. ( <i>Boys Writing</i> )	
7	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.	£8,500
8	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.	

9	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.	LA grant funded
10	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.	£500
11	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.	£1000
12	Parental Involvement	Parents being informed about the education (including the progress) that is given at Herrick.  Parents supporting the learning needs of their own and other children throughout the school.	Parent workshops – understanding progress, maths, supporting phonics and reading at home.  Parent reading programme – working with children in Year 1 and 2 listening to readers and helping to develop comprehension skills.	£500
13	Counselling	Trained counsellors working with children. (e.g. Bereavement)	Children known to be in a life situation that warrants counselling given time to work with the trained counsellor to help and support them.	
14	Behaviour Support	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.	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.  F.A.B.'s working to promote friendship and respect for all in the playground. Liaise closely with link TA and Senior Management.	£400
15	Mentoring	Behaviour Mentor working with selected children in a nurture group to promote aspiration and achievement.	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.	£8000
16	Teaching Assistants	T.A.'s assigned to classes to be directed by class teacher's.  T.A.'s working with parents giving training and support to work with Year 1 and Year 2 children for the reading programme.  T.A's directed to work in KS1 in the p.m. supporting language development through small groups.	T.A.'s are used to support groups and/or individuals based on needs as determined by the class teacher.  T.A.'s work with small groups in pull-out programmes (such as Wave 2/3). <i>(Reading programme)</i>	£1300
17	Ability Groupings	Children in KS2 are streamed for maths and literacy according to ability. (support teacher/am)  Children in FS and Year 1 were in ability groups for Letters and Sounds.	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.  Children work with their focused group based on the stage of Letters and Sounds appropriate to them.	£20,600

18	Reducing Class size	Class size in KS1 are reduced, thus creating 2 discreet classes for Year 1 and Year 2, no split year groups classes.	Reduced numbers allow better provision for each child.  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.	£10,000
19	Educational Outings	Children experiencing learning outside of the school e.g. visiting the space centre, a Hindu temple etc.	Where possible, and based on the medium-term plans, teachers plan at least one educational outing for their class/ year group per term.	£10,000

## Impact

### Year 1 2015

#### Phonics

School		National	
All Pupils	Disadvantaged	All Pupils	Disadvantaged
79%	80%	77%	66%

### Year 2 2015

#### Phonics

School		National	
All Pupils	Disadvantaged	All Pupils	Disadvantaged
79%	80%	77%	66%

### Percentage of pupils achieving age related expectations

Yr	Number of Pupil Premium(PP) Pupils	Reading PP pupils (Other)	Writing PP pupils (Other)	Maths PP pupils (Other)
1	1	25 66	0 61	0 64
2	8	70 65	70 68	60 65
3	6	75 68	88 68	63 67
4	10	80 72	90 72	70 82
5	13	62 89	77 82	61 78
6	13	64 97	79 97	100 100

### Further breakdown of Pupil Premium (2015 outcomes)

Year	No. of pupils	Reading			Writing			Maths		
		FSM	Non-FSM	Difference	FSM	Non-FSM	Difference	FSM	Non-FSM	Difference
6	13	26.5	30.6	-4.1	27.4	31.7	-4.3	29.8	30.9	-1.1
5	13	5w+	5s+	2 steps behind	5w	5s	1 step behind	5w	5s	2 steps behind
4	11	4w	4s	1 step behind	4s	4s+	1 step behind	4w	4s	1 step behind
3	10	3s	3s	equal	3s	3s	1 step ahead	3s	3s	equal
2	11	17.6	16.0	+1.6	17.0	15.0	+2.0	17.5	15.8	+1.7
1	7	1w	1s	1 step behind	1w	1w+	equal	1w	1s	1 step behind

(Yrs 6 & 2 continued with Average Point Score, unlike rest of school who were assessed through Target Tracker)

Year 6 (analysis of the 6/13 premium pupils who arrived at different stages in KS2)

Pupil	Arrival	From different country	Language	Reading	Writing	Maths
1	Yr3 Autumn	Yes +No English	Arabic	Overall APS for these children is 23.3 Non FSM is 30.6 ( difference of -7.3)	Overall APS for these children is 24.7 Non FSM is 31.7 ( difference of -7.0)	Overall APS for these children is 27.3 Non FSM is 30.9 ( difference of -3.6)
2	Yr3 Autumn	Yes +No English	French			
3	Yr4 spring	No		National FSM is 27.5 (difference of -4.2)	National FSM is 26.3 (difference of -1.6)	National FSM is 27.2 (difference of +0.1)
4	Yr4 Spring	No				
5	Yr 5 Autumn	Yes +No English	Tamil			
6	Yr6 Autumn	Yes +No English	French			

Year 6 (analysis of remaining 7 premium pupils who began 'Herrick Journey' in either Reception or KS1)

7 pupils	Reading	Writing	Maths
	Overall APS for these children is 29.0	Overall APS for these children is 28.2	Overall APS for these children is 31.0
	Non FSM is 30.6 ( difference of -1.6)	Non FSM is 31.7 ( difference of -3.5)	Non FSM is 30.9 ( difference of +0.1)
	National FSM is 27.5 (difference of + 1.5)	National FSM is 26.3 (difference of + 1.9)	National FSM is 27.2 ( difference of + 3.8)