

Herrick Primary School
Pupil Premium Grant Report
2015-16

Pupil Premium Funding
Overview of the School 2015-16

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	378
Total number of pupils eligible for PPG	62 (9 in Reception)
Amount of PPG received per pupil	1,320
Total amount of PPG received	£81, 840

Next Steps for Approaches: 2015-16

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.