

Herrick Primary School

The Pupil Premium (2012 -2016)

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 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 £94,900.

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".

Effective Approaches as 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	<p>Parents being informed about 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>Parent workshops – understanding progress, maths, supporting phonics and reading 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>	£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	<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>	£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	<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>	£1300
17	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>	£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.	<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>	£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

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 3 sublevels 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	Reports on individual children	
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	80% of pupils made at least 2 sublevels progress through course of the year.	Support through appropriate intervention the 5 pupils who made 1 sublevel

1.15 – 3.00. £1,200	>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).	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: 1hour 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-to1 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. 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		

Overview of the School 2015-2016

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	
Total number of pupils eligible for PPG	
Amount of PPG received per pupil	
Total amount of PPG received	£94, 900

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.