

# 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	60 (3 in Reception)
Amount of PPG received per pupil	1,320
<b>Total amount of PPG received</b>	<b>£81, 840</b>

#### Approaches used by Herrick Primary School 2015/16

	Description	What it is	How it is used	Cost
1	Effective feedback on learning	Good quality marking that identifies next steps for improvement	We continued to ensure pupils were given high quality marking and feedback which included next steps to help support understanding or provided further challenge. Book scrutinies, Phase moderations of work, subject specific analysis of feedback to pupils all assisted in ensuring pupils continued to benefit from effective feedback. Phases also reviewed how to incorporate self-assessment by pupils for all subjects.	£1000
2	Metacognition and self-regulation	Teaching children the strategies to motivate themselves and plan, monitor, and evaluate their own learning.	Learning Passports were introduced, completed, and celebrated at all levels of the school community including the Herrick Management Team, parents, and pupils' peers alike. Classrooms had prominent displays highlighting the Learning Attitudes and pupils were interviewed to check their understanding of them.	£1500
3	Peer Tutoring	Pupils working in pairs or small groups to provide each other with support.	There was greater cross-year group collaboration. This included '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	Early years intervention programmes to support reading and number concepts.	Continued to provide small groups for Letters and Sounds work and evaluated the effectiveness of the teaching done by T.A.'s, modifying the location arrangements, materials, and groupings to consistently ensure high quality instruction.	£10,000
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.	Reviewed the needs of the EAL pupils to accurately establish the next steps in their learning of English. Created resource packs for future New Arrivals so that assessment and instruction of their needs would be more timely and accurate.	£1,500
6	Writing Inset	Inset provided for teachers to develop skills.	Coaching provided 2015 for Phase 2 on Shared Writing.	£3000
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.	£9,500

8	Maths Focus Group	Teachers working with selected pupils to support progress in Maths	Children identified through pupil progress analysis for focus group.	
9	One-to-one tutoring	Teachers working with selected pupils for one-to-one personalised tuition	Identified from Pupil Progress data pupils who would benefit from this approach, beginning in Spring Term 2015. Reviewed previous tutoring sessions for pupils for 2014/15 and the effectiveness of the strategies and methods taught. Highlighted common areas where pupils needed support and ensured tutors shared knowledge and ideas between themselves to improve the quality of tutoring given.	LA grant funded
10	I.C.T	Information and Communication Technology – using computers to develop learning.	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. 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. PP children have access to ICT readily available.	£12 000
11	Phonics	The teaching of the letter sounds of the English alphabet.	Used a wider base of resources to assist in the teaching of Phonics, used in school such as R.M.L. workbooks.	£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.	Sustained 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.	£500
13	Counselling	Trained counsellors working with children. (e.g. Bereavement)	Ensured training was up to date and pertinent for specified teachers and continued to identify at risk pupils possibly in need of counselling. Sustained 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	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.	Senior leadership sustained good communication links established between all staff that ensured 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.	£500
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.	£9000
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)	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	£15,600

		Children in FS and Year 1 were in ability groups for Letters and Sounds.	appropriate to them.	
18	Reducing Class size	Class size in KS1 are reduced	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.	
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.	£15,000

## Impact

### Year 1 2016

#### Phonics

School		National	
All Pupils	Disadvantaged	All Pupils	Disadvantaged
80%	0% (2 children)		

### Year 2 2016

#### Phonics

School		National	
All Pupils	Disadvantaged	All Pupils	Disadvantaged
67%	75% (3 children)		

### Percentage of pupils achieving age related expectations 2016

Yr	Number of Pupil Premium(PP) Pupils	Reading PP pupils (Other)	Writing PP pupils (Other)	Maths PP pupils (Other)
1	4	25 72	0 57	0 72
2	7	25 83	13 85	75 93
3	12	69 76	54 58	62 56
4	11	50 51	50 47	60 55
5	10	83 81	83 84	75 81
6	13	85 93	92 91	92 96

## Further breakdown of Pupil Premium (2016 outcomes)

<b>SATs 2016 - Percentage of children achieving national expectation</b>					
	No. of pupils	Reading	GPS	Maths	R,W,M
PP	13	62	77	54	54
Non-PP	37	76	95	86	68

<b>Average progress score</b>			
	Reading	Writing	Maths
PP	-1.3	2.09	-0.19
Non-PP	-1.2	1.6	1.7
Difference	0.1	0.49	1.89

Year	No. of pupils	Reading			Writing			Maths		
		PP	Non-PP	Difference	PP	Non-PP	Difference	PP	Non-PP	Difference
6	13	99.7	102.9	3.2	102	103.8	1.8	101.5	105.7	4.2
5	10	5w+	5s	1 step behind	5s	6b	2 steps behind	5w+	5s	1 step behind
4	11	4w	4w+	1 step behind	4w+	4w+	equal	4w	4w+	1 step behind
3	12	3s	3w+	1 step ahead	3w+	3w+	equal	3s	3w+	1 step ahead
2	7	2w	2s	2 steps behind	2b+	2s	3 steps behind	2w	2s	2 steps behind
1	4	1b	1w+	3 steps behind	1b	1w+	3 steps behind	1b	1w+	3 steps behind

(Yr 6 scaled score, unlike rest of school who were assessed through Target Tracker)