

## Pupil premium strategy statement: Herrick Primary School 2018 - 2019

1. Summary information					
School	Herrick Primary School				
Academic Year	2018 / 19	Total PP budget	£69,960	Date of most recent PP Review	June 19
Total number of pupils	453	Number of pupils eligible for PP	53	Date for next internal review of this strategy	Dec 2019

2. Current KS2 attainment		
Attainment for: 2018-2019 (15 pupils)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2018)</i>
% achieving expected standard or above in reading, writing and maths	73	70
% achieving expected standard or above in reading	73	77
% achieving expected standard or above in writing	100	76
% achieving expected standard or above in maths	93	80

Current KS1 attainment		
Attainment for: 2018-2019 (8 pupils)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2018)</i>
% achieving expected standard or above in reading	80	75
% achieving expected standard or above in writing	80	70
% achieving expected standard or above in maths	90	76

Current Phonics attainment		
Attainment for: 2018-2019	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2018)</i>
% achieving expected standard in Yr1 (3 Pupils)	67	82
% achieving expected standard in Yr2 (- Pupils)	100	92

Current EYFS attainment		
Attainment for: 2018-2019	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2018)</i>
% achieving the expected GLD (2 Pupils)	100	72

3.Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Internal data shows that weak reading and writing skills is evident in Year 4 (current Year 5) and concerns have been identified in Year 3 (current Year 4) in Maths and in Year 2 (current Year 3)in Writing -the age related expectations are lower for pupils eligible for PP than for other pupils.
B.	Boys eligible for PP are making less progress in Reading than Non- PP pupils by the end of KS2.
C.	Poor vocabulary, spelling and handwriting skills – therefore lacking the ability to attain the expected standard.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Lack of enrichment activities outside of school compared to non PP children due to financial constraints or lack of opportunities available because of school transport.
F.	Self-belief, self-regulation and metacognition skills need developing

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High 'quality first teaching' will be a focus for CPD and planning will show how the curriculum is personalised for specific learners and the progress that they make	<p>Monitoring cycle is embedded in the school and led by HT, middle leaders and governors</p> <ul style="list-style-type: none"> <li>• Book scrutiny work</li> <li>• Learning walks</li> <li>• Lesson monitoring</li> </ul> <p>Monitoring identifies CPD need            CPD arranged for staff            Impact of CPD monitored as part of cycle            Quality fist teaching in all areas of school</p>

		Tracking schools impact on pupil progress
<b>B.</b>	Analysis of the 2018/19 outcomes for pupils will form the basis of 2019/20 development work and planned CPD	2018/19 outcomes analysed Areas for CPD identified – CPD arranged for staff Tracking through 2019 / 20 will show impact on progress of children
<b>C.</b>	Children’s literacy, including oral language and communication strategies in early years, will be developed so that vocabulary knowledge, spelling and writing outcomes are improved	Staff CPD on language and literacy increase confidence in this area PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling PP children achieve in line with non-PP children.
<b>D.</b>	Funding places for PP children in extra-curricular clubs and activities and trips, providing necessary equipment such as PE kits.	Giving PP children the opportunity to access activities that help develop the ‘whole child’ and put them on an equal footing with non-PP children
<b>E.</b>	Pupils, through a metacognition focus, are able to apply learning strategies to overcome challenging tasks. Pupils can self-regulate and plan an approach to learning which will work for them.	Children are able to talk about strategies for learning KS1 and KS2 data shows good progress Quality of T&L judged as good/Outstanding Progress measures gap sch/nat closing Progress in books evident

**4. Planned expenditure**

**Academic year**      **2019/2020 (approximate budget - £70,000)**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>High 'quality first teaching' will be a focus for CPD and planning will show how the curriculum is personalised for specific learners and the progress that they make</p> <p>Improved outcomes for all pupils in receipt of PP in Maths and English</p>	<p>CPD</p> <p>School policy documents</p> <p>Identification of pupil barriers to learning</p> <p>Planned, tracked interventions in place</p> <p>Provision of high quality teaching and consistently high standards through effective monitoring and best practice. Effective deployment of staff.</p> <p>Strategies to accelerate the progress of targeted groups</p> <p>Staff training on improving marking and feedback.</p>	<p>There has been a recent reorganisation of classes /interventions (PP and PYG remain in class to be supported specifically by class-teacher). This means that school need to focus on ensuring consistency of QFT throughout the school</p> <p>Investing some PP in longer term change which will help all children. An effective way to improve attainment is using high quality feedback. This is a suitable approach which can be embedded throughout school.</p>	<p>CPD for staff</p> <p>Development of school literacy strategy</p> <p>Planning format to show curriculum personalisation</p> <p>Tracking shows impact of QFT</p> <p>Monitoring cycle to include</p> <ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Book scrutiny</li> <li>• Pupil progress reviews</li> <li>• Lesson monitoring</li> </ul> <p>Use of staff meetings &amp; inset days to deliver training.</p> <p>Thorough monitoring through work scrutiny, pupil interview &amp; tracking data.</p>	<p>HT</p> <p>BP (Reading)</p> <p>SK (Writing)</p>	<p>Nov 2019</p> <p>Feb 2020</p> <p>March 2020</p>

Please view table below for specific actions: 1, 2, 4, & 8 **Overall budgeted cost**      £ 30,200

**ii. Targeted support**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
-----------------	------------------------	---	---	------------	--------------------------------------

Children's knowledge and skills to be developed through literacy, including oral language and communication - so that vocabulary knowledge, spelling and writing outcomes are improved	Systematic spelling scheme  CPD – based on language, literacy and writing CPD – based on read aloud  Planning to meet needs of a language curriculum e.g. vocab focus during guided reading	Curriculum design:  Social justice requires that we provide an education which gives the less privileged <b>access to knowledge</b> they need to succeed. Educational attainment is determined by <b>vocabulary size</b> .  <ul style="list-style-type: none"> <li>design to focus on WHAT is taught and not how</li> <li>planning identifies; 'must know' and 'be able to'</li> <li>build on prior knowledge</li> <li>provide greater clarity and opportunities to assess</li> </ul>	Adapting the curriculum to meet children's interest and promote key vocabulary Plan 'in the moment' and assess outcomes for individuals (learning journeys) Development of school's understanding of deep learning and building of vocabulary <ul style="list-style-type: none"> <li>Book scrutiny</li> <li>Pupil progress reviews</li> <li>Lesson monitoring</li> </ul> Focus on school development plan Woven into performance management targets for staff	Phase Leaders  Curriculum leads  HT	Nov 2019  March 20  June 20
--	--	---	--	---	---

Please view table below for specific actions: 13, 14, 16 & 17	Overall budgeted cost	£16, 000
---	-----------------------	----------

### III. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improving esteem and confidence levels to achieve higher rates of progress.  Pupils, through a metacognition focus, are able to apply learning	Further developing the Herrick Character and Learning Attitudes For example, 'Is this my best work' rather than 'this will do'	Pupils are not always able to set themselves targets or to judge themselves if work is challenging.  Regular attendance at clubs & being properly equipped is an issue for some pupils eligible for PP.	Principles of HC and LA embedded through assembly, quality marking & feedback. Staff training through staff meetings.  Pupil conversations show that children can use the language of learning and talk about ways in	AA  SK  HT	Dec 2019  March 20  July 20

				HT	July 2018
					Trips/enrichment – outdoor learning
Please view table below for specific actions: 10, 12, & 19				Overall budgeted cost	£26,000

**5. Additional detail (Specific Actions 2019-20)**

(blue boxes represent specific actions)

	Description	What it is	How it is used	Cost
1	Effective feedback on learning	Good quality marking that identifies next steps for improvement  Pupil Progress Meetings	Phase leaders released each work to provide support and feedback to both phase and TAs on how to provide next steps  Pupil Progress Meeting – it will be ensured that there is an emphasis on PP children during discussion of the progress and attainment of the children.	£8,000
2	Metacognition and self-regulation	Teaching children the strategies to motivate themselves and plan, monitor, and evaluate their own learning.	All children focus on Herrick Character and Learning attitudes- children complete learning journal. Motivated to do well through earning stars in Key Stage 1 and merit system in Key Stage 2, earning merits for demonstrating the Herrick	
		Clever classrooms and display policy	Character and Learning Attitudes.  Research backed initiative - Implemented in Year 5 and continuing into Year 6 during 19/20. The whole school have implemented the display policy which has been adapted from Clever Classrooms.	£5,000

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 remain a focus group and supported to move onto deep learning earlier in the session in pairs or small groups.		
4	Early Intervention/reading support	Early years intervention programmes to support <u>reading</u>	<p>Key assessments conducted to target pupils – formulate support/intervention to promote reading</p> <p><u>Planning Support</u>  YARC Assessment KS1- assessment of child’s accuracy, reading rate and comprehension  NGRT Assessment KS2- assessment of pupils’ ability to complete sentences and answer comprehension questions  Phonics KS1 - Resources are then created and provided to ensure children make progress</p> <p><u>Overall Support</u>  Online book review tool KS2- All children are encouraged to complete book reviews using the online tool located on the school website  Discussion of higher level texts KS1/2- Regular meetings with high attaining pupils in groups promote discussions about the texts they are reading. Pupils have the opportunity to recommend books to one another</p>	£16,000	
5	Specialist Lang. Support	N/A	N/A		
6	Pupil Premium Co-ordinator and Attendance Officer	AA specifically assigned one afternoon a week to oversee Pupil Premium funding and the impact that it is having.  Attendance Officer (AA)	Working with teachers to ensure they are aware of their PP children and how they can be supported, analysing progress of PP children and identifying next steps, working with PP children to continue to narrow the gap.  UP will track the attendance of all PP children on a weekly basis and report to Pupil Premium Co-ordinator, who will check for any concerns.		

7	Wave 2/3 support	An intervention programme from the Primary Framework designed to support children who are not making progress. Teaching assistants working with specified pupils.	Children identified by class teachers at end of each term who would benefit from this intervention programme. LM working with children for Reading, Writing and Maths interventions.		
8	Maths Focus Group	Teachers working with selected pupils to support progress in Maths	Children identified through pupil progress analysis for focus group.	£1,200	
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.	Funded by LA	
10	I.C.T	Information and Communication Technology – using computers to develop learning.	Laptops and Ipads to continue being used throughout the school. Staff continually choose apps to be added, specifically for certain children and their areas of learning	£3,000	
11	Phonics	The teaching of the letter sounds of the English alphabet.	Created learning environments to support specific focus time given to portion of time scheduled each day to develop phonemic awareness and skills for all children. Usually done in groups based on ability.  Phonics overseen by BP to ensure staff are aware of planning, resources, AfL and next steps for the children		
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.  Community Link Officer (NK)  Children given opportunity to choose a range of books to take home to embed the love of reading.	Parent workshops – understanding progress, maths, and deep learning.  Community Link Officer available to communicate with parents at the beginning and end of each day.  Specified PP children will be asked to choose a range of books that interest them to take home to read. The aim being that they will be eager to read and parents will become more involved with reading.	£3,000	



13	Counselling	Identified pupils supported to develop greater levels of self-esteem, confidence, attitudes to learning, behaviour, social skills (sharing)	Outside provision for those needing specialist support. SENco to communicate with PP Co-ordinator to discuss children that need to be considered for sessions to work on specific areas.	£4,500	
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.	Children assigned FAB and Red Hat duties to help with children in other year groups at break and lunch time. They are available on the playground to deal with minor problems and are 'trained' in doing so.	£500	
15	Mentoring	Behaviour Mentor working with selected children in a nurture group to promote aspiration and achievement.	L3 TAs in Yr6 and GL work with specified children on a mentoring programme.	£3,000	
16	Teaching Assistants	T.A.s assigned to classes to be directed by class teacher's. T.A.s have an emphasis on Phase 2 to support teachers and develop new reading programme. T.A.s directed to work with specific children in the afternoons	T.A.'s are used to support groups and/or individuals based on needs as determined by the class teacher.		
17	Ability Groupings	Children in Y 6 are no longer streamed for maths and literacy according to ability.	Level 3TAs appointed to work in Yr6. Children work with their focused group based on the stage of curriculum appropriate to them.	£5,000	
		Children in Years 3-5 are in classes for Maths, Writing and Reading. High number of both PP and SEN in upper KS2.			
18	Reducing Class size	Year 6 classes are reduced in the mornings with children being supported for small group work.	Class teachers are able to personalise learning to the needs of their class with a smaller range of abilities. Additional support in year 6	£3,000	

19	Educational Outings + learning resources + breakfast club etc.	Children experiencing learning outside of the school e.g. visiting the space centre, a Hindu temple, residential trips. Breakfast club – daily After-school clubs – all internal after-school clubs	Where possible, and based on the medium-term plans, teachers plan at least one educational outing for their class/ year group per term.  Breakfast club daily is free for PP children which ensures children have eaten breakfast, are at school on time and ready to learn at the beginning of the school day.  All trips and after-school clubs are subsidised for PP children to ensure that they are given access to all opportunities, especially residential trips.	£20,000
----	--	---	---	---------

### 6. Review of expenditure 2018-19

Description	Effective feedback on learning																																																								
<b>What is was and how it was used</b>	Good quality marking that identifies next steps for improvement / Pupil Progress Meetings/ Teachers released for half a day each term to provide 1-to-1 feedback, provide next steps and discussing targets with pupils. Pupil Progress Meeting – there was an emphasis on PP children during discussion of the progress and attainment of the children, particularly in reading.																																																								
<b>Cost</b>	£18,500																																																								
<b>Outcome</b>	<p>The robust monitoring of ‘a range of reading assessments’ supports the planning of intervention which from the outcomes over the last two years reflects the success of developing the school’s reading policy. In particular we are extremely pleased in supporting key vulnerable children who have numerous contextual factors that national statistics suggest perform below non-disadvantaged.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="7">Overall Reading Age V. Pupil Premium Reading Age</th> </tr> <tr> <th>Overall RA</th> <th>PP reading age</th> <th>Diff (yrs/mnth)</th> <th>Overall RA</th> <th>PP reading age</th> <th>Diff (yrs/mnth)</th> <th>Overall progress (2 years)</th> </tr> </thead> <tbody> <tr> <td colspan="3">Year 5 (2017-18)</td> <td colspan="3">Year 6 (2018-19)</td> <td></td> </tr> <tr> <td>10:02</td> <td>9:02</td> <td>-1:00</td> <td>11:03</td> <td>12:04</td> <td>+1:01</td> <td>3 yrs and 2 mths(PP) 1 yr and 1 mnth(OA)</td> </tr> <tr> <td colspan="3">Year 4 (2017-18)</td> <td colspan="3">Year 5 (2018-19)</td> <td></td> </tr> <tr> <td>10:02</td> <td>8:03</td> <td>-1:11</td> <td>12:02</td> <td>10:02</td> <td>-2:00</td> <td>1yrs and 11mths (PP) 2 yrs (OA)</td> </tr> <tr> <td colspan="3">Year 3 (2017-18)</td> <td colspan="3">Year 4 (2018-19)</td> <td></td> </tr> <tr> <td>8:01</td> <td>7:02</td> <td>-0.11</td> <td>10:03</td> <td>8:08</td> <td>-1:07</td> <td>1 yrs and 6 mths (PP) 2 yrs and 2 mths (OA)</td> </tr> </tbody> </table>	Overall Reading Age V. Pupil Premium Reading Age							Overall RA	PP reading age	Diff (yrs/mnth)	Overall RA	PP reading age	Diff (yrs/mnth)	Overall progress (2 years)	Year 5 (2017-18)			Year 6 (2018-19)				10:02	9:02	-1:00	11:03	12:04	+1:01	3 yrs and 2 mths(PP) 1 yr and 1 mnth(OA)	Year 4 (2017-18)			Year 5 (2018-19)				10:02	8:03	-1:11	12:02	10:02	-2:00	1yrs and 11mths (PP) 2 yrs (OA)	Year 3 (2017-18)			Year 4 (2018-19)				8:01	7:02	-0.11	10:03	8:08	-1:07	1 yrs and 6 mths (PP) 2 yrs and 2 mths (OA)
Overall Reading Age V. Pupil Premium Reading Age																																																									
Overall RA	PP reading age	Diff (yrs/mnth)	Overall RA	PP reading age	Diff (yrs/mnth)	Overall progress (2 years)																																																			
Year 5 (2017-18)			Year 6 (2018-19)																																																						
10:02	9:02	-1:00	11:03	12:04	+1:01	3 yrs and 2 mths(PP) 1 yr and 1 mnth(OA)																																																			
Year 4 (2017-18)			Year 5 (2018-19)																																																						
10:02	8:03	-1:11	12:02	10:02	-2:00	1yrs and 11mths (PP) 2 yrs (OA)																																																			
Year 3 (2017-18)			Year 4 (2018-19)																																																						
8:01	7:02	-0.11	10:03	8:08	-1:07	1 yrs and 6 mths (PP) 2 yrs and 2 mths (OA)																																																			

	Year 2 (2017-18)			Year 3 (2018-19)			
	Achieved expected or above			9:05	9:04	-0.01	In year 3 there was a gap of only 1 month
	70%	88% (7/8 PP)	+18%	67%	75% (6/8 PP)		
	Year 1 (2017-18)			Year 2 (2018-19)			
	Achieved expected or above			Achieved expected or above			Narrowed the gap
	73%	50% (4/8 PP)	-23%	69%	80% (7/9 PP)	-11%	
	EYFS (2017-18)			Year 1 (2018-19)			
	Achieved expected or above			Achieved expected or above			Narrowed the gap
	81%	100(1/1PP)	-19%	72%	67% (2/3 PP)	-5%	
<b>Lessons learned</b>	<ul style="list-style-type: none"> <li>• Yr6 significant gains made through question analysis leading to personalised support</li> <li>• Similar level of progress in Yr5 for PP and non-PP pupils, although gap remains highest amongst all cohorts(concern)</li> <li>• Yr4 reflects an increase in the gap and rate of progress is also less for PP pupils</li> <li>• Target new PP pupils who regressed in Yr2(comprehension skills)</li> <li>• Yr2 building effectively on work linked to read aloud</li> </ul> <p>Learning: Through the School Development Plan, comprehension, language, vocabulary, spellings will have a greater focus, and therefore raise the standards in Reading.</p>						
<b>Description</b>	<b>Metacognition and self-regulation / Peer Tutoring/ Early intervention / PP coordinator &amp; reading Lead</b>						
<b>What is was and how it was used</b>	Teaching children the strategies to motivate themselves and plan, monitor, and evaluate their own learning. Clever classrooms and new display policy. PP developed reading fluency and comprehension. Reading Champion: Completion of a YARC assessment at the beginning of the year. YARC analysis given to teachers to use for future planning. Daily individual reading with PP children in Phase 2 and three times a week with Phase 3. Phonics group 2 days a week and 3 days supporting PP children in groups. analysing progress of PP children and identifying next steps, working with PP children to continue to narrow the gap. Working with teachers to ensure they are aware of their PP children and how they can be supported, SB tracked the attendance of all PP children on a weekly basis and report to Pupil Premium Coordinator, who checked for any concerns.						
<b>Cost</b>	£10,000						
<b>Outcome</b>	PP pupils in Year groups not at the end of key stages generally make the expected age related expectations by the end of the year in core subjects. Interim progress in reading is measured through formal tests and tracked by the reading lead who coordinated with class teachers to formulate necessary support.						

2018-19 Pupil Premium Outcomes							
		Reading		Writing		Maths	
		EXS+	GDS	EXS+	GDS	EXS+	GDS
	Local A. EYFS	71	15	68	10	75	15
EYFS (2)	Dis	100	-	100	-	100	-
	Non-dis	78	13	76	11	83	26
	National KS1	76	25	68	16	75	21
Yr 1 (3)	Dis	67	-	67	-	67	-
	Non-dis	72	28	61	15	63	15
Yr 2 (9)	Dis	80	30	80	30	90	30
	Non-dis	69	40	66	29	66	37
	National KS2	71	25	76	18	75	23
Yr 3 (9)	Dis	75	38	75	13	50	25
	Non-dis	65	40	75	29	75	40
Yr 4 (5)	Dis	50	-	50	-	65	-
	Non-dis	88	43	82	31	88	45
Yr 5 (9)	Dis	71	14	52	-	71	-
	Non-dis	94	50	84	30	90	42
Yr 6 (14)	Dis	81	23	100	30	94	46
	Non-dis	68	32	89	36	84	38

#### Lessons learned

- Yr1 PP pupils below in reading and maths but in-line with school non-PP
- Again, similar predicament in Yr4 (reading and maths), however significant gap in maths
- 5 pupils in Yr4 causing concern across all subjects – below ARE and significant gap
- Writing must be addressed in Yr5 for those PP pupils not meeting expectations

Learning: Moderation is key to ensure teachers' assessments and judgements are accurate in Writing. Greater opportunities and time must be afforded to subject leads to both evaluate and address issues sooner.

#### Description

**Maths Focus Group/ One-to-one tutoring/ I.C.T**

#### What is was and how it was used

Teachers working with selected pupils to support progress in Maths - Children identified through pupil progress analysis for focus group. Teachers working with selected pupils for one-to-one personalised tuition, Children in Year 6 not predicted to achieve to achieve expected level based on Autumn Term data received personalised tuition appropriate to their learning needs in Literacy and Maths.

<b>Cost</b>	£8,500																																													
<b>Outcome</b>	<p>The difference between the PP and non PP pupils (school and national) achieving the expected scaled score is reduced and narrowed. This was measured by tracking Year 6 pupils' progress from their KS1 results to their predicted outcomes by the end of KS2. PP pupils were tracked within intervention programmes and were assessed by teacher assessments termly.</p> <table border="1" data-bbox="389 277 1621 628"> <thead> <tr> <th colspan="5">KS2 Outcomes</th> </tr> <tr> <th colspan="2"></th> <th>Attainment</th> <th>Progress</th> <th>Scaled Scores</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Reading</td> <td>Dis</td> <td>81%</td> <td>-0.56</td> <td>104.5</td> </tr> <tr> <td>Non-dis</td> <td>68%</td> <td>-0.48</td> <td>104.6</td> </tr> <tr> <td>Nat. Non-dis</td> <td>78%</td> <td>0.32</td> <td>105.5</td> </tr> <tr> <td rowspan="3">Writing</td> <td>Dis</td> <td>100%</td> <td>2.29</td> <td></td> </tr> <tr> <td>Non-dis</td> <td>89%</td> <td>2.46</td> <td></td> </tr> <tr> <td>Nat. Non-dis</td> <td>83%</td> <td>0.26</td> <td></td> </tr> <tr> <td rowspan="2">Maths</td> <td>Dis</td> <td>94%</td> <td>2.68</td> <td>107.9</td> </tr> <tr> <td>Non-dis</td> <td>84%</td> <td>1.89</td> <td>107.6</td> </tr> </tbody> </table>	KS2 Outcomes							Attainment	Progress	Scaled Scores	Reading	Dis	81%	-0.56	104.5	Non-dis	68%	-0.48	104.6	Nat. Non-dis	78%	0.32	105.5	Writing	Dis	100%	2.29		Non-dis	89%	2.46		Nat. Non-dis	83%	0.26		Maths	Dis	94%	2.68	107.9	Non-dis	84%	1.89	107.6
KS2 Outcomes																																														
		Attainment	Progress	Scaled Scores																																										
Reading	Dis	81%	-0.56	104.5																																										
	Non-dis	68%	-0.48	104.6																																										
	Nat. Non-dis	78%	0.32	105.5																																										
Writing	Dis	100%	2.29																																											
	Non-dis	89%	2.46																																											
	Nat. Non-dis	83%	0.26																																											
Maths	Dis	94%	2.68	107.9																																										
	Non-dis	84%	1.89	107.6																																										
<b>Lessons learned</b>	<ul style="list-style-type: none"> <li>• High level of attainment in all core subjects –above school and national non-PP</li> <li>• Progress just below in reading but above in writing and maths</li> <li>• Maths scaled score above national non-PP</li> </ul> <p>Learning: We must focus on quality first wave intervention from teachers, as it been shown to be a successful strategy that was used in Year 6 (evidence seen in KS2 data results). This will help teachers keep track of pupils' progress, particularly those with varying characteristics in addition to Pupil Premium.</p>																																													
<b>Description</b>	<b>Parental Involvement</b>																																													
<b>What is was and how it was used</b>	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. Community Link Officer (NK) Parent workshops – understanding progress, maths, and deep learning. COL available to communicate with parents at the beginning and end of each day.																																													
<b>Cost</b>	£3,000																																													
<b>Outcome</b>	Pupils' emotional well-being, mental health and attitude towards work (SATS in particular) were improved through extra support and training/coaching of practical strategies in coping with everyday tasks and routines. Thus, an increase in marks or scores in summative assessments were seen.																																													

		KS2 Outcomes RWM(combined)																																																																				
				Expected				Greater Depth																																																														
Reading	Dis			81%				6%																																																														
	Non-dis			66%				16%																																																														
	Nat. Non-dis			71%				13%																																																														
<b>Lessons learned</b>	<ul style="list-style-type: none"> <li>Overall outcome for RWM was significantly above non-PP and Nat non-PP</li> </ul> <p>Learning: We have found that attainment for PP pupils is often hindered by circumstances at home. By ensuring that the 3 key members of PP team – AH(responsible for pastoral support), attendance officer and the COL work collaboratively, they can coordinate the necessary support and advice which we gave discovered can range from a variety of needs, such as diet, sleeping habits, to resources for homework.</p>																																																																					
<b>Description</b>	<b>Increased attendance rates, improved social and emotional well-being</b>																																																																					
<b>What is was and how it was used</b>	Breakfast and After-School Club - The school offers a subsidised Breakfast and After-School care club for families of Pupil Premium pupils. This helps children to attend regularly and on time, as well as experience the social aspect of school life and thus improving their emotional well-being.																																																																					
<b>Cost</b>	£6,500																																																																					
<b>Outcome</b>	<p>Medical appointments are reduced amongst PP pupils during school hour. Good liaisons and a home-school link were established with a collaborative ethos to improve attendance. This is measured and tracked by attendance officer.</p> <table border="1"> <thead> <tr> <th colspan="10">Attendance</th> </tr> <tr> <th></th> <th>Rec (3 pupils)</th> <th>Yr1 (4)</th> <th>Yr2 (8)</th> <th>Yr3 (9)</th> <th>Yr4 (6)</th> <th>Yr5 (9)</th> <th>Yr6 (13)</th> <th>All Years</th> <th>Nat.</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>85.9</td> <td>93.0</td> <td>94.0</td> <td>97.5</td> <td>96.0</td> <td>96.5</td> <td>97.0</td> <td><b>94.3</b></td> <td>94.3</td> </tr> <tr> <td>Non-PP</td> <td>93.6</td> <td>94.9</td> <td>96.2</td> <td>97.2</td> <td>97.6</td> <td>97.7</td> <td>96.7</td> <td><b>96.3</b></td> <td>95.8</td> </tr> <tr> <td>Diff.</td> <td>-7.7</td> <td>-1.9</td> <td>-2.2</td> <td>+0.3</td> <td>-1.6</td> <td>-1.2</td> <td>+0.3</td> <td>-2.0</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>										Attendance											Rec (3 pupils)	Yr1 (4)	Yr2 (8)	Yr3 (9)	Yr4 (6)	Yr5 (9)	Yr6 (13)	All Years	Nat.	PP	85.9	93.0	94.0	97.5	96.0	96.5	97.0	<b>94.3</b>	94.3	Non-PP	93.6	94.9	96.2	97.2	97.6	97.7	96.7	<b>96.3</b>	95.8	Diff.	-7.7	-1.9	-2.2	+0.3	-1.6	-1.2	+0.3	-2.0											
Attendance																																																																						
	Rec (3 pupils)	Yr1 (4)	Yr2 (8)	Yr3 (9)	Yr4 (6)	Yr5 (9)	Yr6 (13)	All Years	Nat.																																																													
PP	85.9	93.0	94.0	97.5	96.0	96.5	97.0	<b>94.3</b>	94.3																																																													
Non-PP	93.6	94.9	96.2	97.2	97.6	97.7	96.7	<b>96.3</b>	95.8																																																													
Diff.	-7.7	-1.9	-2.2	+0.3	-1.6	-1.2	+0.3	-2.0																																																														
<b>Lessons learned</b>	<ul style="list-style-type: none"> <li>4/6 year groups indicate PP pupils with lower attendance rates than non-PP</li> <li>3/6 year groups below 96.0 expectation (EYFS and KS1)</li> <li>Significant concern in reception</li> </ul> <p>Learning: must continue to schedule meetings with the COL and SENCo to identify pupils where attendance could be improved.</p>																																																																					

	Liaison with the school office and Education Welfare Office (EWO) will also need to demonstrate sensitivity to individual concerns and needs.
<b>Description</b>	<b>Phonics/ Wave 2/3 support/ Ability Groupings/</b>
<b>What is was and how it was used</b>	Created learning environments to support specific focus time given to portion of time scheduled each day to develop phonemic awareness and skills for all children. Usually done in groups based on ability. Phonics overseen by BP to ensure staff are aware of planning, resources, AfL and next steps for the children. An intervention programme from the Primary Framework designed to support children who are not making progress. Teaching assistants working with specified pupils.
<b>Cost</b>	£5,000
<b>Outcome</b>	The impact was high. Individualised programmes for pupils enabled pupils to access the curriculum. This is evident in KS2 results.
<b>Lessons learned</b>	This is effective when delivered in small groups. Feedback to class teachers is vital to sustain progress within whole class settings. This will be continued next year.
<b>Description</b>	<b>Educational Outings+ learning resources</b>
<b>What is was and how it was used</b>	Where possible, and based on the medium-term plans, teachers plan at least one educational outing for their class/ year group per term. All trips and after- school clubs are subsidised for PP children to ensure that they are given access to all opportunities, especially residential trips.
<b>Cost</b>	£18,000
<b>Outcome</b>	We wanted all our pupils including PP pupils to have access to the same experiences as non-PP pupils. An inclusive approach meant that pupils could use the experiences and bring this into their writing.
<b>Lessons learned</b>	Helping fund pupils/families who may struggle to pay for out of school services, trips and workshops enabled pupils to access all parts of the curriculum and gain access to an enriched learning environment. We will continue to support our families with this. The pastoral service has helped raise pupils' confidence. Interviews with pupils revealed that they felt they could cope with the demands of the curriculum because there was someone to talk to. We will continue to support pupils' emotional well-being through this.