

Pupil Premium 2014/2015

Key priorities:

Our core aim is to raise the progress and therefore attainment of pupils eligible for pupil premium funding so that outcomes for these pupils falls in line with their non-pupil premium peers and compares favourably to national outcomes for non FSM/pupil premium pupil. We recognise the need to take a holistic approach to the support required for the pupil and families within this key group at our school and consequently this 'joined up' approach shapes all that we do for these pupils at our school.

What we expect to see:

Good to outstanding teaching is a constant throughout school and we recognise in order to make a difference to the life chances of our most vulnerable pupil and families, precise intervention and support which is timely, flexible and fit for purpose needs to be at the heart of all that we do. All class teachers and teaching assistants are aware of which pupils within their care are in receipt of the pupil premium funding and therefore ensure targeted intervention and in-class support is a regular feature in all lessons for these pupils, as and when it is required. All monitoring activities by the senior leadership team include a focus on all disadvantaged pupils, including those with SEND and more able pupils to account for the impact of class teachers, interventions and support systems in place for these pupils.

This year William Booth Primary and Nursery School has been in receipt of pupil premium funding totalling £126,000. The table below illustrates how this funding was spent;

Actions	Fund allocation	Use of fund	How will impact be assessed?	Evidence (Summer 2015)
Actions focused on learning within the curriculum	£23,987	<ul style="list-style-type: none"> • 'intervention champions' providing focused additional support • Membership of Transform School Alliance and therefore access to: <ul style="list-style-type: none"> ✓ SLE support (specialist leaders of education) ✓ Improving Teacher Programme ✓ Outstanding Teacher Programme ✓ Middle Leadership development programme 	pupil progress measures within an academic year, comparisons made to other groups in school and predicted grades	<p><u>Reading</u></p> <ul style="list-style-type: none"> ✓ Disadvantaged pupils - higher % working at ARE in years 1-5 in comparison to non-disadvantaged pupils ✓ Disadvantaged pupils - more/equal progress in years 2,3,5 and 6 in comparison to non-disadvantaged pupils <p><u>Writing</u></p> <ul style="list-style-type: none"> ✓ Disadvantaged pupils - higher % working at ARE in years 1,2,4 and 5 in comparison to non-disadvantaged pupils ✓ Disadvantaged pupils - more/equal progress in year 6 in comparison to non-disadvantaged pupils

				<p>Maths</p> <ul style="list-style-type: none"> ✓ Disadvantaged pupils higher % working at ARE in years 1-5 in comparison to non-disadvantaged pupils ✓ Disadvantaged pupils more progress in year 2 in comparison to non-disadvantaged pupils <p>Transform Teaching Alliance</p> <ul style="list-style-type: none"> ✓ 2 teachers completed the OTP and are sharing practice with the lower and upper KS2 teams ✓ 1 teacher completed the Middle Leadership development (lower school) and is developing her role as a senior leader in school.
	£45,019	increased adult : child ratio in the Foundation Stage Unit to support language development	progress measures using the tracking and transition document, comparisons made to other groups in school	<p>Disadvantaged pupils in the EYFS made rapid progress.</p> <p>The positive impact of increased adult:child ratio in the Foundation Stage Unit has included:</p> <ul style="list-style-type: none"> • More small group focusses have taken place and these have had a direct impact on progress and attainment across all areas of learning • Increased opportunities to engage in speaking and listening activities has had a positive impact on developing social skills and overall reading and writing attainment • Home visits to new starters are continuing to take place • Increased amount of families accessing Mini Boothers preschool group
Actions focused on social, emotional and behavioural issues	£34,142	<ul style="list-style-type: none"> • Designated learning mentor to support targeted intervention with vulnerable pupils: eg. special play, 1 : 1 work, small group social skills, emotional literacy development and employment of outside agencies as and when 	pupil progress measures within an academic year, comparisons made to other groups in school plus behaviour analysis of those identified pupils including staff and parent questionnaires	<p>Learning Mentor worked with 49 disadvantaged pupils (83% of his work was focussed on disadvantaged pupils) as well as a number of other pupils. This was a significant increase on the 30 disadvantaged pupils he supported the previous year. Pupils and families were supported through direct work, 1:1, parent work and addressing attendance issues.</p> <p>Impact on these pupils includes:</p> <ul style="list-style-type: none"> • Increased confidence and independence levels which are having a positive impact on progress and learning back in

		<p>required</p> <ul style="list-style-type: none"> • Direct work with pupils and families through the FSW addressing social, emotional and behavioural issues 		<p>their classroom</p> <ul style="list-style-type: none"> • Almost 100% of parents/carers responded to school questionnaires stating that they believe behaviour is good at the school • Continuous decline in the % of pupils serving full and part break time behaviour sanctions <p>See Learning Mentor report for full details / impact.</p>
Actions focused on enrichment beyond the curriculum	£5,500	<ul style="list-style-type: none"> • to support a wealth of trips, visits and visitors by heavily subsidised transport costs as well as offering 3 residential opportunities with considerable reductions to costs 	attendance/participation of clubs, trips and residential plus overall attendance levels	<p>A huge and varied range of enrichment opportunities – visits, visitors, experiences, extra-curricular clubs and residential visits were subsidised to enhance the in-class curriculum.</p> <p>43 disadvantaged pupils attended 1 of our 3 residential this academic year at a heavily subsidised cost. This was an increased amount of pupils in comparison to the previous academic year.</p>
	£20,299	<ul style="list-style-type: none"> • to provide a wide range of activities / clubs before and after school 	attendance levels of those pupil at clubs and anecdotal accounts of attitudes to school and learning	<p>Over 75% of the pupils attending our free Early Birds breakfast club this year are disadvantaged pupils. The club on average continues to have 40+ pupils attending each day. Focussed learning groups tailored to each age group have ensured that pupil start the day in a calm, structured and engaging way. Anecdotally, the start of the school day is calm and focussed with a continued reduction of pupils arriving late.</p> <p>Once again, almost all disadvantaged pupils have accessed an afterschool club this academic year including sports, dance, cooking and art.</p>
Actions focused on families and communities	£24,000	<ul style="list-style-type: none"> • to employ a Family Support Worker in partnership with the LA to provide focused support to families as appropriate, including sign-posting, referrals to Social Care, initiating CAFs and providing parenting 	parental feedback as well as the reduction in numbers of pupil whose cases are held by Social Care	<p>Our Family Support Worker is currently working with 17 vulnerable families. 86% of these families are in receipt of pupil premium. Teachers and families have continued to signpost themselves for support from the FSW and value her contributions. 3 disadvantaged families have high level needs and have reached the threshold for Priority Families. Without the high quality intervention from the FSW, these families would almost definitely reach social care thresholds.</p>

		classes/one-to-one sessions as appropriate		
	£5,000	to continue to maintain a shared post of an Attendance Officer	attendance levels of targeted families compared to attendance levels of all groups	<p>Disadvantaged pupils had an overall 96.1% attendance last academic year which was in-line with non-disadvantaged pupils. This once again represents an increase from the previous year (95.3% in Summer 2014).</p> <p>High quality intervention supporting some of the most vulnerable families has continued to yield this positive increase. This has included, CAF meetings, home visits, 1:1 parent meetings, attendance at Early Birds and support from the Attendance Officer, Learning Mentor and Family Support Worker.</p>
Activities focused on providing alternative learning pathways and specialist tuition	£2,600	Participation in the 'In Harmony' project working with 3 expert tutors plus the development of ensemble singing and a choir	<p>School attainment and progress overall along with Stakeholder feedback to events / performances</p> <p>Reflected in the number of pupils passing music exams</p>	<p>All disadvantaged pupils in years 3, 4, 5 and 6 accessed In Harmony music lessons. The very large majority of disadvantaged pupils have also represented school at 2 major concerts at the Albert Hall.</p> <p>7/7 disadvantaged pupils in year 5 and 6 who took their grade 1 string exam passed (1 pupil passed with a merit).</p> <p>2 disadvantaged pupils were funded to go to music camp.</p> <p>Anecdotally and through pupil dialogue, pupils have continued to develop a real passion for music and this has been evident through pupil dialogue, lesson observation and feedback from parents/carers.</p>