

Pupil premium strategy web statement

1. Summary information					
School	William Booth Primary and Nursery School				
Academic Year	2017-2018	Total PP budget	£145200	Date of most recent PP Review	Not had one yet
Total number of pupils	201	Number of pupils eligible for PP	110	Date for next PP Strategy Review	July 2018

2. Current attainment									
	<i>Pupils eligible for PP (school)</i>			<i>Pupils not eligible for PP (school)</i>			<i>Pupils not eligible for PP National</i>		
% achieving Good Level of Development	67%			62%					
% achieving pass mark at Year 1 phonics	71%			86%			84%		
% achieving secure or above in KS1	R: 77%	W: 62%	M: 77%	R: 47%	W: 53%	M: 53%	R: 78%	W: 71%	M: 78%
% achieving greater depth in KS1	R: 31%	W: 8%	M: 15%	R: 24%	W: 18%	M: 24%	R: %	W: %	M: %
% achieving secure or above in reading, writing & maths KS2	71%			50%			67%		
% achieving greater depth in reading, writing & maths KS2	4%			0%			11%		
Progress measure KS1 to KS2	R:	W:	M:	R:	W:	M:	-	-	-

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	90% of children enter school below age related expectations in reading, writing and maths with 71% entering school well below age related expectations, in particular with low/poor oral language skills. In addition to over staffing the EYFS to promote accelerated language development, the school also employs an additional teacher to support teaching and learning across school.
B.	25% of our pupil premium children are also on our SEND register. This is more than twice as high as non-pupil premium/SEND children.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
A.	Whilst our pupil premium children have better school attendance than their non-pupil premium peers, over the last 4 academic years, some specific pupil premium children miss too much school which has an impact on their progress and attainment. 9 specific pupil premium children with low attendance have been targeted for external intervention and whole school initiatives ensure attendance expectations are high for all pupil premium children.
B.	A disproportionate amount of pupil premium children have chaotic home lives and environmental factors which reduce their ability to learn. Over 76% of families that required multi agency support in 2016-2017 were in receipt of pupil premium.
C.	School identify that a large proportion of pupil premium children have very limited / narrow life experiences. This lack of experience presents a barrier to learning – in particular, in English written work.

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	To ensure all children receiving pupil premium funding make at least expected progress in all areas of learning	A high majority of children make expected progress particularly in reading, writing and mathematics
B.	To ensure the attainment of all children receiving pupil premium funding is closing the gap between their peers	There is a continuing trend of pupil premium children attaining results similar to their peers

C.	To expose children receiving pupil premium funding with a varied curriculum and broad range of other life experiences in and out of school, to enable all aspects of their development to be fulfilled	A high percentage of children will access trips, residential, afterschool clubs and extended musical opportunities
D.	To provide a tailored curriculum for pupil premium children with additional needs such as: learning delays and English acquisition, to ensure accelerated progress	Quality teaching ensure children show accelerated progress
E.	To ensure all children receiving pupil premium funding have access to pastoral support to address any external barriers to their learning	Continued positive attendance data for pupil premium children

5. Planned expenditure

Academic year	2017-2018
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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?
All EYFS children receiving pupil premium funding can access the curriculum	Increased adult:child ratio in the Foundation Stage Unit to support language development	This approach has been used over the last four years. Progress is evident through vocabulary levels as well as an increase to a GLD at the end of the academic year.	Ensuring the correct children are allocated support Progress data – monitored	Sara Craft	Each half term

<p>Increased progress in reading, writing and maths</p>	<p>Membership of Transform Teaching School Alliance and therefore access to:</p> <ul style="list-style-type: none"> ✓ Improving Teacher Programme ✓ Outstanding Teacher Programme ✓ Middle Leadership development programme ✓ Health Check Peer Review <p>Challenge Partners – national scheme</p>	<p>Standards have risen across school in the last 3 academic years. Quality first teaching is an essential aspect of this. All teachers and teaching assistants need to be delivering consistently good/ outstanding lessons.</p>	<p>Track individual and whole class data throughout the year A robust monitoring cycle Staff CPD is delivered/attended and follow-up work is undertaken End of year outcomes / percentages of children working at age related expectations</p>	<p>SMT and Karen Cole</p>	<p>Each half term</p>
<p>All KS2 children will learn to play a stringed musical instrument</p>	<p>Buy in service – In Harmony gold package through Nottingham Music Service. To include 2 days of expert whole class music tuition for all pupils in years 3-6.</p>	<p>In Harmony is a national programme that aims to inspire and transform the lives of children in deprived communities, using the power and disciplines of community-based orchestral music-making. The In Harmony project has been delivered in school for 3 years and has numerous proven benefits, including children developing a passion for music, having access to professional musicians and orchestras and an increasing number of children taking and passing graded exams.</p>	<p>Monitoring of school attainment and progress Stakeholder feedback of events/performances Reflected in the number of pupils passing music exams</p>	<p>Hannah Murdock and In Harmony music team</p>	<p>Every term</p>
Total budgeted cost					<p>£42,098</p>
<p>ii. Targeted support</p>					

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?
All children make at least expected progress in all areas	Intervention programmes targeted at focussed/specific children.	Tried and tested interventions have been used throughout school, with strong evidence of positive outcomes. Evidence shows that these interventions should be delivered in specific ways, with specific amounts of children and for specific amounts of time.	Progress / intervention data Pupil progress meetings Termly pupil premium trackers	Karen Cole Phase leaders Seth James	Each half term
Increased well-being ensuring pupils are able to focus on their learning	Designated Senior Safeguarding Lead to support targeted intervention with vulnerable children: e.g. 1:1 work, small group social skills, emotional literacy development and employment of outside agencies as and when required.	Children's learning is maximised when they are positive and happy. Historical data shows improvements to confidence and general well-being.	Anecdotal evidence from children and staff Increased confidence and independence levels having a positive impact on progress and learning back in the classroom Regular 1:1 sessions / small group work to take place	Seth James	Each half term

Increased progress in reading, writing and maths	Employment of additional teachers in: EYFS, and SENCO teaching the Inclusion Provision group	Having smaller classes and groups of children, taught by qualified teachers, is a proven and effective method to accelerate progress and raise attainment.	Progress data Pupil progress meetings Monitoring	Tamasine Swift	Each half term
Total budgeted cost					£102,540

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?
Children are engaged in a rich variety of opportunities to increase self-confidence and positive lifestyle choices	To provide a wide range of activities / clubs before and after school (sports and academic clubs) including a 'Free' Early Birds breakfast club.	Before and after school activities have been proven to have a positive impact on the development of the whole child. Evidence shows that children learn better when they have had breakfast. In addition, the start of the school day is calm and focussed with a continued reduction of pupils arriving late.	Measured attendance levels of those children attending clubs Anecdotal accounts of attitudes to school and learning	Seth James Karen Cole Tamasine Swift	Each half term
Children receiving pupil premium funding attend school regularly	School to employ an attendance officer. Rewards to be purchased for good attendance.	Children need to come to school regularly in order to access lessons and make progress.	Half termly meetings with the attendance officer Monitoring of attendance data	Seth James Rachel Lee Tom Buckmaster	Each half term
Families of children receiving pupil premium are given support	School to employ a family support worker to provide focused support to families as appropriate, including sign posting, referrals to social care, initiating CAFs and providing parenting classes / one-to-one sessions as appropriate.	It is important to ensure children's home life is stable to enable them to focus on learning. Historical school evidence demonstrates positive impact of family support work, including the prevention of further social care escalation.	Half termly meetings Parent questionnaires Anecdotal accounts from class teachers	Amanda Pales Seth James	Each half term

Engage children in rich opportunities which enhance experiences gained and increase self-esteem and confidence	Heavily subsidising a wealth of trips, visits and visitors as well as offering a free onsite / overnight school camp and 3 residential with considerable reductions to costs	The diverse and high quality school trips on offer mean teachers can create experiences that enhance pupils' classroom learning, adding opportunities pupils may not otherwise have. The English Outdoor Council actively campaigns to ensure schools are offering pupils interesting and meaningful adventures, educational school trips and outdoor learning opportunities in line with the curriculum.	Attendance / participation at trips and residential plus overall attendance levels	Katie James	Each half term
Total budgeted cost					£37,200
Total					£181,838