

## Pupil premium strategy web statement

1. Summary information					
School	William Booth Primary and Nursery School				
Academic Year	2016-2017	Total PP budget	£138,600	Date of most recent PP Review	September 2016
Total number of pupils	201 plus PT/FT F1 F1/F2 23	Number of pupils eligible for PP	105 pupils  52%	Date for next PP Strategy Review	July 2017

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	80%			53%			72%		
% achieving pass mark at Year 1 phonics (32)	86%			73%			83%		
% achieving secure or above in KS1	R: 57%	W: 57%	M: 71%	R: 79%	W: 50%	M: 64%	R: 78%	W: 70%	M: 77%
% achieving greater depth in KS1	R: 21%	W: 0%	M: 21%	R: 21%	W: 0%	M: 21%	R: 27%	W: 16%	M: 20%
% achieving secure or above in reading, writing & maths KS2	59%			45%			60%		
% achieving greater depth in reading, writing & maths KS2	0%			9%			7%		
Progress measure KS1 to KS2	R: -0.29	W: +1.05	M: +1.52	R: -1.23	W: +1.90	M: +1.29	-	-	-

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Almost 100% 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. The school therefore employs an additional teacher for 2 days a week, a speech and language therapist for 1 day a week, in addition to over staffing the EYFS to promote accelerated language development.
<b>B.</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.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>A.</b>	Whilst our pupil premium children have better school attendance than their non-pupil premium peers, over the last 3 academic years, some specific pupil premium children miss too much school which has an impact on their progress and attainment. 11 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>B.</b>	A disproportionate amount of pupil premium children have chaotic home lives and environmental factors which reduce their ability to learn. Over 80% of families that required multi agency support in 2015-2016 were in receipt of pupil premium.
<b>C.</b>	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.

<b>4. Outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	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>B.</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

<b>C.</b>	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
<b>D.</b>	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
<b>E.</b>	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

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016-2017</b>			
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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 three 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"> <li>✓ Improving Teacher Programme</li> <li>✓ Outstanding Teacher Programme</li> <li>✓ Middle Leadership development programme</li> <li>✓ Health Check Peer Review</li> </ul> <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>
<b>Total budgeted cost</b>					<p>£42,098K</p>
<p><b>ii. Targeted support</b></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, yr 6 (for 1 term) and a non-class based deputy head.	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	Claire Paparozzi Tamasine Swift	Each half term
<b>Total budgeted cost</b>					£102,540k

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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 Claire Paparozzi	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 residentials 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 residentials plus overall attendance levels	Tamasine Swift	Each half term
<b>Total budgeted cost</b>					<b>£37,200k</b>

Total

£181,838

Review of Expenditure				
2016-2017				
i Quality of teaching for all				
Desired Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils eligible for PP if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All EYFS children receiving pupil premium funding can access the curriculum	Increased adult:child ratio in the Foundation Stage Unit to support language development	67% of the Pupil premium children in reception achieved a GLD compared to 55% of non PP children and 64% of all children.	The increased staff ratio in the EYFS enables staff to support children, particularly our most vulnerable, in many ways. Support with language development in particular has had a significant impact on many other aspects of learning and hence on the % of children achieving a GLD. We will definitely be continuing with this approach.	£46,000
Increased progress in reading, writing and maths	Membership of Transform Teaching School Alliance and therefore access to: <ul style="list-style-type: none"> <li>✓ Improving Teacher Programme</li> <li>✓ Outstanding Teacher Programme</li> <li>✓ Middle Leadership development programme</li> <li>✓ Health Check Peer Review</li> </ul>	PP pupils outperformed their non PP peers in EYFS at a GLD.  PP pupils outperformed their non PP peers at the end of KS1 in reading, maths and combined – and were in-line with them in writing.	PP pupils do well in comparison to non PP peers. This shows the impact of a range of strategies and the value for money of these strategies. Teachers know their children well and ensure intervention and support is timely and matched to need.	£3,500

	Challenge Partners – national scheme	PP pupils outperformed their non PP peers at the end of KS2 in reading and combined. They were broadly in-line in writing.		
All KS2 children will learn to play a stringed musical instrument	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.	All children in Key stage 2 can play a stringed instrument and four children were accomplished enough to enter grade 2 exams. All children can read notes, and the vast majority can read music with some fluency. Years 3-5 performed at a whole school concert, and year 6 children performed at their own celebration event. Children watched performances from skilled musicians to ensure their aspirations were high. Handwriting is improving in KS2, and the strengthening of the children's finger muscles through string lessons will have been a great help in developing stamina.	There will be an increased focus on securing grade 1 this year, with the expectation that children in years 5 and 6 will strive for this. We will also focus on increasing the number of grades at merit or distinction. All children will participate in the end of year concert.	£12,418

<b>ii Targeted Support</b>				
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> <i>Did you meet the success criteria? Include impact on pupils eligible for PP if appropriate.</i>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>

<p>All children make at least expected progress in all areas</p>	<p>Intervention programmes targeted at focussed/specific children.</p>	<p>72 Pupil Premium children made at least expected progress in all 3 areas and 45 Pupil Premium children made accelerated progress in at least one area.</p> <p>Pupil Premium children are closely monitored to ensure that children making slow progress (38 children in at least one area), especially where they received less support (8 key children) are identified for 2017-18.</p> <p>Children across the school have benefitted from Teaching Assistant support in class to deliver Immediate Intervention.</p> <p>Reading Wise has been delivered to 40 children in KS2 – once again the evidence showed this to be an effective intervention in school.</p> <p>A responsive rolling maths intervention was implemented from Years 1-6 to ensure Pupil Premium children did not fall being in Maths No Problem.</p>	<p>The interventions delivered were effective and their use will continue.</p> <p>The requirements of some specific children did impact intervention delivery at times.</p> <p>The school is planning to re-commence the Switch-On reading intervention this academic year.</p> <p>The school is also endeavouring to move towards qualified teachers with specific roles delivering academic boosters and meeting the needs of high-profile/SEN pupil premium children.</p>	<p>£46,000</p>
<p>Increased well-being ensuring pupils are able to focus on their learning</p>	<p>Designated senior safeguarding lead to support targeted intervention with vulnerable children: e.g. 1:1 work, small group social skills, emotional literacy development and</p>	<p>Over the course of the year the SSL has been the lead professional in school for 17 PP children receiving multi-agency support. This has involved supporting these children and</p>	<p>The provision provided to some of the school's most vulnerable Pupil Premium children is a recognised strength of the school and the SSL will continue in his role next year. The SSL also</p>	<p>£20,000</p>

	employment of outside agencies as and when required.	their families, by co-ordinating with other agencies and where appropriate through direct interventions. In addition, he has provided specific interventions and support to 21 other PP children across the school.	continues to contribute to whole-school initiatives and aspects of school life (e.g. attendance, Minditude, behaviour), which have a positive impact on the many other PP children in school.	
Increased progress in reading, writing and maths	Employment of additional teachers in: EYFS, yr 6 (for 1 term) and a non-class based deputy head.	<p>PP pupils outperformed their non PP peers in EYFS at a GLD.</p> <p>PP pupils outperformed their non PP peers at the end of KS1 in reading, maths and combined – and were in-line with them in writing.</p> <p>PP pupils outperformed their non PP peers at the end of KS2 in reading and combined. They were broadly in-line in writing.</p>	PP pupils do well in comparison to non PP peers. This shows the impact of a range of strategies and the value for money of these strategies. Teachers know their children well and ensure intervention and support is timely and matched to need.	£46,000

iii Other approaches				
Desired Outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils eligible for PP if appropriate.</i>	Lessons learned (and whether you will continue with this approach)	Cost
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.	41 of the Pupil Premium children in KS2 (over 60%) regularly attended at least one after-school club throughout the year. In addition, over 20 children from Years 1 and 2 also attended an after-school sports club. 50 children (almost 50% of PP pupils) attended our Early Birds club, which has an impact on both attainment and attendance data.	Next year the after-school sports provision will continue. We have also reviewed the other additional clubs on offer with a view to further broadening the range of after-school opportunities being offered.	£15,000
Children receiving pupil premium funding attend school regularly	School to employ an attendance officer. Rewards to be purchased for good attendance.	Whole school attendance figures: Pupil Premium 95.8% Non-Pupil Premium 95.7%  11 specific Pupil Premium children were also targeted for low attendance at the start of the year and of these 9 showed improvement (6 of them by more than 5%).  Attendance medals were distributed to individual children and 8 class reward trips were also completed.  The Attendance Officer continues to work with Pupil Premium families across school to constantly address absences and	The school's attendance procedures are well-established and have proven effective.  Additions for next year which Pupil Premium children will benefit from:  Targeting 90-95% children with specific correspondence.  Mini-Attendance Leads on half-termly basis.	£5,600

		promote school attendance and punctuality.		
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.	<p>FSW has continued to case-hold for specific vulnerable families, whilst encouraging a shift towards early intervention and universal support (in order to work with more of the school's 110 Pupil Premium children.)</p> <p>She has lead on 5 specific cases in school, as well as working with an increased 19 other children and their families through universal services.</p> <p>She has also been involved in bringing other agencies and projects into school to work with Pupil Premium: Triple P Parenting Program (4 families), Family SEAL (6 families), E-Safety Course (8 families) and the School Café and Closing the Gap sessions in school.</p>	The FSW role has been reduced to 0.4 for next academic year but the remit remains largely unchanged. This year there has been tangible evidence that she is beginning to develop the long-term relationships which can make a difference to pupils and their families, including work which has been crucial in safeguarding children and preventing others from escalating.	£25,678
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	<p>58% of the children who attended the Hathersage residential were PP children.</p> <p>68% of the children who attended the PGL residential were PP children.</p> <p>44% of the children who attended the London residential were PP children.</p>	A very successful model to allow children to attend residential in particular as well as a variety of interesting educational visits. This approach will definitely be continued with teachers having a close focus on ensuring all PP children attend the free overnight camp.	<p>Cost to school for supplements to the residential costs for PP children:</p> <p>School camp £1900</p> <p>Hathersage £1350</p> <p>PGL £2415</p> <p>London £945</p>

		<p>46 PP children attended the overnight school camp in September from the four key stage 2 classes.</p> <p>All PP attended at least two school trips – these included the Sealife Centre, Twycross Zoo and Cadbury's World. All trips linked to class projects and were used to extend learning.</p>		
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