

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

			<p>other aspects of learning. progress over the year.</p> <p>We will definitely be continuing with this approach.</p>	
<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>PP children outperformed their peers in the phonics screening check.</p> <p>PP performed in line with their peers at the end of key stage 1 in terms of combined.</p> <p>At the end of key stage 2, PP children outperformed their peers in all subjects and therefore, in combined percentages.</p>	<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.</p>	<p>£1400</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>All children in Key stage 2 can play a stringed instrument and eight children were accomplished enough to enter grade 1 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. Six children are now attending out of school music ensembles to</p>	<p>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.</p> <p>The success of children attended out of school music provision has been successful and needs to continue next year.</p>	<p>£12045</p>

		<p>ensure the transition to secondary school does not hinder their musical ability.</p> <p>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.</p>		
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ii Targeted Support				
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 children make at least expected progress in all areas	Intervention programmes targeted at focussed/specific children.	<p>75 Pupil Premium children made at least expected progress in all 3 areas and 47 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 especially where they received less support (10 key children) are identified for 2018-19.</p> <p>Children across the school have benefitted from Teaching Assistant support in class to deliver Immediate Intervention.</p>	<p>Reading Wise and Switch-On interventions were effective and their use will continue.</p> <p>Immediate intervention has been incredibly successful in classes with additional adult support and will continue next academic year with consideration as to how to make this work for all classes.</p> <p>Pre-teach will be introduced in Year 2 and 6 with a case study taking place to review its impact.</p> <p>The internal provision for children in KS2 will continue and</p>	£1000

		<p>Reading Wise has been delivered to 40 children from Year 2 – Year 6 – once again the evidence showed this to be an effective intervention in school.</p> <p>Switch On was delivered to 3 key children with accelerated progress made by all.</p> <p>The internal provision for children in KS2 with significant needs has been successful and effective (12/14 children are Pupil Premium).</p>	provision for children in FS/KS1 will be reviewed and improved.	
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.	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 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.	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 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.	£30286
Increased progress in reading, writing and maths	Employment of additional teachers in: EYFS, and SENCO teaching the Inclusion Provision group	PP children outperformed their peers in the phonics screening check.	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	£33501

		<p>PP performed in line with their peers at the end of key stage 1 in terms of combined.</p> <p>At the end of key stage 2, PP children outperformed their peers in all subjects and therefore, in combined percentages.</p>	intervention and support is timely and matched to need.	
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iii Other approaches				
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
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.	£7800
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% 12 specific Pupil Premium children were also targeted for low attendance at the start of the year and of these 11 showed	The school's attendance procedures are well-established and have proven effective.	£5800

		<p>improvement (4 of them by more than 5%).</p> <p>Attendance medals were distributed to individual children and 8 class reward trips were also completed.</p> <p>The Attendance Officer continues to work with Pupil Premium families across school to constantly address absences and promote school attendance and punctuality.</p>		
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 continued to work with specific vulnerable families, whilst developing a shift towards early intervention and universal support (in order to work with more of the school's Pupil Premium children.)</p> <p>Whilst the FSW did largely fulfil the chosen approach, it was not evident that this was making a significant enough contribution to the success criteria. .</p>	The FSW continued to contribute towards the school and vulnerable pupils in an improved way, in particular improving the Mini-Boothers drop-in session and working with key families and developing long-term relationships. However, on reviewing the shortcomings in the shared management arrangements with TFST and the evidence of impact, it was decided that the service will not be renewed for 2018-19.	£25574
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	<p>75% of the children who attended the Hathersage residential were PP children.</p> <p>86% of the children who attended the PGL residential were PP children.</p>	A very successful model to allow children to attend residentials 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	£1600

		<p>71% of the children who attended the London residential were PP children.</p> <p>68 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 Magna, Yorkshire Wildlife Park and Wollaton Hall. All trips linked to class projects and were used to extend learning and provide enriching experiences.</p>	<p>children attend the free overnight camp.</p>	
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TOTAL £203630