

Pupil premium strategy web statement

1. Summary information					
School	William Booth Primary and Nursery School				
Academic Year	2018-19	Total PP budget	£138,600	Date of most recent PP Review	Nov 2018 (internal)
Total number of pupils	209	Number of pupils eligible for PP	105	Date for next PP Strategy Review	July 2019

2. Current attainment									
	<i>Pupils eligible for PP (our school)</i>			<i>Pupils not eligible for PP (our school)</i>			<i>Pupils not eligible for PP (National)</i>		
% achieving Good Level of Development	50%			74%			71%		
% achieving pass mark at Year 1 phonics (32)	75%			65%			81%		
% achieving secure or above in KS1	R = 56%	W = 50%	M = 56%	R = 71%	W = 64%	M = 64%	R = 79%	W = 74%	M = 79%
% achieving greater depth in KS1	R = 6%	W = 6%	M = 13%	R = 14%	W = 14%	M = 14%	R = 29%	W = 18%	M = 24%
% achieving secure or above in reading, writing & maths (combined) KS2	59%			62%			67%		
% achieving greater depth in reading, writing & maths (combined) KS2	0%			15%			11%		
Progress measure KS1 to KS2	+2.13	+1.12	+2.63	+1.47	+3.56	+4.68	+0.3	+0.2	+0.3

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.	Attainment and Progress Whilst progress is positive, it needs to continue to accelerate in order to close any gaps. This in turn will continue to raise attainment, ensuring attainment gaps close further.
B.	High Levels of SEN 67% of SEN pupils are also Pupil Premium (only 50% of the whole school population is Pupil Premium). 33% of Pupil Premium children are also SEN (compared to only 16% of non-Pupil Premium children).
C.	English as an Additional Language 58% of EAL children are also Pupil Premium
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Attendance For specific Pupil Premium children attendance remains an issue (5 PP children were persistent absentees in 2017-18). In 2017-18 Pupil Premium and Non-Pupil Premium attendance was identical. Over the last 5 years Pupil Premium attendance has generally been better than Non-Pupil Premium attendance. Attendance at William Booth is strong but requires constant maintenance and effort.
B.	Readiness to Learn Many PP pupils come from homes that struggle financially (e.g. have to use food banks), and so may not get well fed at home. Many PP children have chaotic home lives and environmental factors which reduce their ability to learn (87% of the children on the register of pupils receiving additional family support at the end of 2017-18 were Pupil Premium). Many PP children's behaviour effects their learning (58% of negative behaviour points for 2017-18 were given to PP children, who only make up 50% of pupil population). Of the 26 pupils with over 40 negative behaviour points, 58% were PP.
C.	Lack of Life Experiences School identify that a large proportion of Pupil Premium children have very limited/narrow life experiences. This lack of experience presents a barrier to their PSHE development and their learning – in particular, in English written work.

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved Attainment and Progress for PP pupils Pupil Premium pupils make at least expected progress in all areas of learning. Pupil Premium Pupils perform as well as or better than non-Pupil Premium pupils by closing the gap year on year.	At all key data points, disadvantaged children's attainment will move to be in line or above pupils nationally and in line with national other pupils.

<p>B.</p>	<p>Good outcomes for PP/SEN combined pupils PP pupils with SEN receive the support they need to, enabling them to made good progress towards their own individual targets</p>	<p>100% of PP children with SEN will make expected or better progress in reading, writing and maths, which will be in line with or better than non-PP children with SEN.</p>
<p>C.</p>	<p>Good Outcomes for PP/EAL combined pupils Pupil Premium pupils with EAL to make at least expected progress in all areas of learning (and to make accelerated progress in specific cases, e.g. new to the country). Pupil Premium Pupils with EAL to perform as well as or better than non-Pupil Premium, non-EAL pupils by closing the gap year on year.</p>	<p>All EAL new starters to receive additional support program. All EAL/PP combined children to make accelerated progress.</p>
<p>D.</p>	<p>Outstanding Attendance for PP pupils PP pupils to be at school as much as possible and not have unnecessary absences from school.</p>	<p>Pupil Premium attendance overall to be more than 96% and as good as or better than non-Pupil Premium attendance. Pupil Premium children to be under-represented in the end of year persistent absentee list.</p>
<p>E.</p>	<p>Improved Readiness to Learn for PP pupils PP children to be free from negative barriers to their learning, and to be able to make progress with their PSHE development and their academic levels.</p>	<p>The total amount of negative behaviour points given to Pupil Premium children to be less than last year. The percentage of negative behaviour points given to Pupil Premium children to go down. Increase in the percentage of Pupil Premium children attending Early Birds, particularly amongst older pupils. Soft data on PSHE and well-being outcomes.</p>

F.	<p>Better and Broader Life Experiences and Opportunities for PP pupils PP pupils to enjoy a broader range of life experiences and opportunities, develop interests and a better understanding of the world around them. PP pupils to be able to apply this knowledge and these skills to their learning, particularly in writing.</p>	<p>School to maintain its level of trips and residentials and improve Pupil Premium attendance of these.</p> <p>More than 50% of Pupil Premium children to attend at least one after-school club throughout the year.</p> <p>All children will take part in at least one intra-school concert for the local community. 10 PP children will take a music exam by the end of the year (at least 2 of these will be at Grade 2).</p>
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5. Planned expenditure					
Academic year		2018-19			
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?
Improved Attainment and Progress for PP Pupils	Membership of Transform Teaching School Alliance and therefore access to a wide range of training and development opportunities	Quality first teaching is an essential aspect of raising standards. All teachers and teaching assistants need to be delivering consistently good/outstanding lessons in order to accelerate progress and raise attainment.	Track individual and whole class data throughout the year. Robustly monitor staff CPD to ensure it is impacting on outcomes.	Claire Paparozzi	Half termly
	Training opportunities for staff / staff meetings CPD	EEF Toolkit rates Collaborative Learning and Feedback as cost-effective and high impact strategies for improving outcomes for pupils.	In school monitoring. External monitoring and review.	Claire Paparozzi	Termly

	Use of Teaching Assistants to deliver specific interventions on a 1:1 or group basis	To meet the specific needs of children on an individual or small group basis and narrow the gaps between pupils and their peers. Interventions are chosen based on positive impact as identified from monitoring. EEF toolkit rates group tuition as an effective means of improving outcomes.	Entry & exit criteria. Monitoring forms to be completed and reviews by SENCO & Lead TA.	Claire Roberts Karen Cole	Throughout the intervention and the end of each intervention
	Use of Teaching Assistants to deliver in class support	Children are supported to access the curriculum alongside their peer group, narrow any gaps and make at least expected progress.	Work and planning analysis, observations, attainment data.	Claire Roberts Karen Cole	Half termly
	Use of SMT to raise standards across the school through team teaching, interventions and cover teaching.	All non-contact is covered by teachers (SMT and lead teacher) to ensure that all lessons are delivered by teachers and the quality of learning is high. Individualised CPD is targeted at the need in school and teachers are quickly supported to move their teaching on. The internal provision group is taught by the SENCO to ensure this intervention group receive quality first teaching and make maximum progress.	Track individual and whole class data throughout the year. In school monitoring. External monitoring and review.	Tamasine Swift	Half termly
Total budgeted cost					£55,900
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?

Good outcomes for PP/SEN combined pupils	PP children accessing the Internal Inclusion Provision	Children who require additional support with learning, and social and emotional needs are taught in a small nurturing environment, with learning tailored specifically for their needs. They make better progress in this provision than in the mainstream classroom.	Work and planning analysis, observations, attainment data, parents meetings.	Claire Roberts	Half termly
	Specific pupils receiving additional TA support	For many pupils, the most effective provision is to support them in class with their peers, accessing their year group curriculum. In order for this to be successful, they require additional adult support.	Work and planning analysis, observations, attainment data,	Claire Roberts	Half termly
Good Outcomes for PP/EAL combined pupils	EAL staff meetings. EAL Specialist TA working with EAL pupils across the school: <ul style="list-style-type: none"> • Language Learners groups • Z Squad (Yr 6 children) • In class support • EAL ERIC groups • Year 1 EAL Speech and Language group. 	The school's EAL provision is effective and well structured, as recognised by external professionals (the EAL TA is an Advanced EAL Practitioner and has been involved in local EAL initiatives). EEF toolkit rates Oral Language interventions as effective.	EAL TA appraisal system. Individual EAL targets re-introduced. MAT EAL network events. Whole school EAL CPD focus.	Karen Cole Julie Zacharski	Termly.
Total budgeted cost					£31,200

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?
Outstanding Attendance for PP pupils	School to employ an Attendance Officer. <ul style="list-style-type: none"> ➤ Home visits ➤ Meetings and data monitoring ➤ Initiatives and competitions ➤ Assemblies and Late Gate 	Every unnecessary absence results in children missing learning. If children are persistently absent it dramatically effects their academic progress. School attendance PP data continues on an upward trend since employing an Attendance Officer (see attendance report)	Half termly Attendance Review Meetings. End of year Attendance Report. Participation in Transform Trust and LA Attendance network meetings.	Seth James Tom Buckmaster Rachel Lee	Each half term
Improved Readiness to Learn for PP pupils	School to employ Senior Safeguarding Lead to lead on: <ul style="list-style-type: none"> ➤ Behaviour across school and with specific pupils ➤ Safeguarding and family intervention ➤ Pupil Premium provision ➤ PSHE and related initiatives ➤ Attendance ➤ Learning mindsets 	School context is highly challenging with many children experiencing barriers to their learning which need to be addressed. SSL is a well-established role in school. EEF Toolkit rates interventions for Metacognition and Self-regulation, behaviour and social and emotional learning as effective. The SSL's work increasingly focuses on supporting whole-school measures: 'SEL approaches are embedded into routine educational practices and supported by professional development and training for staff' (EEF).	Transform Trust network events. Review cycle with designated governor. Half-termly safeguarding and behaviour reviews.	Seth James Steve Oakley	Half-termly and end of year

	A 'Free' Early Birds breakfast club.	Children learn better when they have had breakfast and are not hungry. The start of the school day is calm and focussed with a continued reduction of pupils arriving late.	Early Birds to be advertised more often across school. Lead TA to review and improve the Early Birds provision to focus on specific Pupil Premium pupils.	Karen Cole	End of Year
Better and Broader Life Experiences and Opportunities for PP pupils	<ul style="list-style-type: none"> • In-Harmony for all pupils in KS2. • After-school Area Band participation. • Specific pupils to take music exams. • Music concerts both in and out of school. • Children to be able to take home an instrument to play. • Specific children will take part in a musical residential. • Rioconnect music transition and links program. 	The In-Harmony project has been delivered in school for 4 years and has numerous proven benefits: children developing a passion for music; having access to professional musicians and orchestras; an increasing number of children taking and passing graded exams. NFER 'Power of Music' report (Nov 2016). EEF Toolkit rates Arts Participation as having a positive impact on outcomes, in some cases especially for disadvantaged pupils: 'the evidence supporting the academic impact of learning to play an instrument is particularly promising'.	Close coordination with the Nottingham Music Hub. Arts Award process (school is Gold accredited).	Hannah Murdock In-Harmony Music Team	Termly

	<p>Offer a range of free/subsidised residentials, trips, visits and other experiences</p> <ul style="list-style-type: none"> ➤ 3 residentials open to all pupils from Year 2 upwards ➤ Class and unit trips ➤ Visits from external people and organisations ➤ 2 school camp overnights open to all pupils from Year 3 upwards. 	<p>Residentials and trips give children new experiences.</p> <p>Residentials and trips increase engagement with school.</p>	<p>Attendance / participation at trips and residentials.</p>	<p>Claire Paparozzi</p>	<p>End of Year</p>
	<p>Offer a broad range of after-school clubs (sports and other interests)</p>	<p>After-school clubs give children a chance to try a broader range of activities.</p> <p>After-school clubs increase engagement with school.</p>	<p>SJ and AM will maintain the offer of a free weekly after-school sports club to every child in KS2 throughout the year. There will also be a gymnastics club, a netball club and a club for KS1 children.</p> <p>Karen Cole will plan for all Teaching Assistants to deliver other interest after-school clubs over the year and across the year groups. Target specific Pupil Premium pupils (e.g. gifted and talented), for these clubs.</p>	<p>Seth James Karen Cole Ciara Whittle</p>	<p>End of Year</p>
Total budgeted cost					£59,600

OVERALL TOTAL COST	£146,700
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Review of Expenditure																										
Academic Year		2018-19																								
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																				
Improved Attainment and Progress for PP Pupils	Membership of Transform Teaching School Alliance and therefore access to a wide range of training and development opportunities	At all key data points, disadvantaged children's attainment will move to be in line or above pupils nationally and in line with national other pupils.	<table border="1"> <thead> <tr> <th>End of KS1 data</th> <th>PP</th> <th>School other</th> <th>National</th> <th>National other</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>79%</td> <td>63%</td> <td>62%</td> <td>78%</td> </tr> <tr> <td>Writing</td> <td>70%</td> <td>63%</td> <td>55%</td> <td>73%</td> </tr> <tr> <td>Maths</td> <td>100%</td> <td>81%</td> <td>62%</td> <td>79%</td> </tr> </tbody> </table>			End of KS1 data	PP	School other	National	National other	Reading	79%	63%	62%	78%	Writing	70%	63%	55%	73%	Maths	100%	81%	62%	79%	No cost
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Training opportunities for staff / staff meetings CPD					£4,500																					
Use of Teaching Assistants to deliver specific interventions on a 1:1 or group basis					£45,400																					
Use of Teaching Assistants to deliver in class support																										
Use of SMT to raise standards across the school through team teaching, interventions and cover teaching.					£6,000																					
			<table border="1"> <thead> <tr> <th>End of KS2 data</th> <th>PP</th> <th>School other</th> <th>National</th> <th>National other</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>48%</td> <td>71%</td> <td>73%</td> <td>78%</td> </tr> <tr> <td>Writing</td> <td>67%</td> <td>71%</td> <td>78%</td> <td>83%</td> </tr> <tr> <td>Maths</td> <td>76%</td> <td>86%</td> <td>79%</td> <td>84%</td> </tr> </tbody> </table> <p>*end of KS2 data is validated</p> <p>We intend to continue with these chosen approaches.</p> <p>Interventions have been delivered successfully to accelerate the progress of disadvantaged pupils. Next year these will continue with TAs in each class delivering bespoke interventions to targeted children. Inclusion groups in FS/KS1 and KS2 have been highly successful. The FS/KS1 group will continue and alternative plans</p>			End of KS2 data	PP	School other	National	National other	Reading	48%	71%	73%	78%	Writing	67%	71%	78%	83%	Maths	76%	86%	79%	84%	
End of KS2 data	PP	School other	National	National other																						
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			<p>will be in place for KS2 (see comment above and the box below).</p> <p>In class support will increase next year to enable all children to access the class curriculum at an appropriate level for them. This is in response to changes to inclusion groups as well as a new approach to the curriculum across school.</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
Good outcomes for PP/SEN combined pupils	PP children accessing the Internal Inclusion Provision	100% of PP children with SEN will make expected or better progress in reading, writing and maths, which will be in line with or better than non-PP children with SEN.	<p>24/34 children with SEN are PP children (71%).</p> <p>In reading, 11 PP children with SEN made expected or better than expected progress compared with 5 non-PP children with SEN.</p> <p>In writing, 9 PP children with SEN made expected or better than expected progress compared with 4 non-PP children with SEN.</p> <p>In maths, 14 PP children with SEN made expected or better than expected progress compared with 6 non-PP children with SEN.</p> <p>The FS/KS1 Internal Inclusion Provision group will continue and KS2 in class support will increase next year to enable all children to access the class curriculum at an appropriate level for them.</p>	£15,840
	Specific pupils receiving additional TA support			£3,960

Good Outcomes for PP/EAL combined pupils	EAL staff meetings. EAL Specialist TA working with EAL pupils across the school: <ul style="list-style-type: none"> • Language Learners groups • Z Squad (Yr 6 children) • In class support • EAL ERIC groups • Year 1 EAL Speech and Language group. 	All EAL new starters to receive additional support program. All EAL/PP combined children to make accelerated progress.	All actions around EAL have taken place with high levels of success this year. An intensive admissions meeting with the EAL Advanced Practitioner allows us to identify key needs of the child immediately and address this effectively. All EAL new starters have accessed an additional support program. Next year, the focus will be on early intervention with the EAL Advanced Practitioner working within the Early Years Foundation Stage on a daily basis.	£11,400
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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
Outstanding Attendance for PP pupils	School to employ an Attendance Officer. <ul style="list-style-type: none"> ➤ Home visits ➤ Meetings and data monitoring ➤ Initiatives and competitions ➤ Assemblies and Late Gate 	Pupil Premium attendance overall to be more than 96% and as good as or better than non-Pupil Premium attendance. Pupil Premium children to be under-represented in the end of year persistent absentee list.	Pupil Premium attendance was not 96% but neither was non-Pupil-Premium attendance. Pupil-Premium attendance was 0.2% lower than non-Pupil Premium attendance but this is within normal fluctuations in attendance. Some necessary changes have been made to the Attendance Officer's working arrangements but the plan is to continue to employ him next year in a manner that will hopefully increase his availability.	£4,200
Improved Readiness to Learn for PP pupils	School to employ Senior Safeguarding Lead to lead on: <ul style="list-style-type: none"> ➤ Behaviour across school and with specific pupils ➤ Safeguarding and family intervention 	The total amount of negative behaviour points given to Pupil Premium children to be less than last year.	The percentage of negative behaviour points given to PP children did not decrease. However, the total negative points given to PP children fell from 1653 in 2017-18 to 1162 in 2018-19 (a 30% decrease).	£30,100

	<ul style="list-style-type: none"> ➤ Pupil Premium provision ➤ PSHE and related initiatives ➤ Attendance ➤ Learning mindsets 	The percentage of negative behaviour points given to Pupil Premium children to go down.	The school has conducted Behaviour Reviews and made significant further improvements to whole school practice.	
	A 'Free' Early Birds breakfast club.	Increase in the percentage of Pupil Premium children attending Early Birds, particularly amongst older pupils.	A high percentage of PP children attend the free Early Birds breakfast club, allowing them a fulfilling breakfast along with engaging activities before the school day. A particular focus on developing 'readiness to learn' for older children was achieved through a TT Rock Stars daily challenge. Early Birds will continue next year, with all staff continue to promote this particularly to our PP children.	£5,300
Better and Broader Life Experiences and Opportunities for PP pupils	<ul style="list-style-type: none"> • In-Harmony for all pupils in KS2. • After-school Area Band participation. • Specific pupils to take music exams. • Music concerts both in and out of school. • Children to be able to take home an instrument to play. • Specific children will take part in a musical residential. • Rioconnect music transition and links program. 	All children will take part in at least one intra-school concert for the local community. 10 PP children will take a music exam by the end of the year (at least 2 of these will be at Grade 2).	All children took part in a whole school concert for the local community. All children in years 3-6 attended the Now Hear This Concert at the Royal Concert Hall. Year 4 took part in The Great Orchestra Experiment. Music residential was a success and 4 children attended. All children accessed music lessons and additional booster sessions were offered for all higher achieving pupils and all slower learners. All children had the opportunity to take an instrument home to practice and were given sheet music to practice with. 4 children took part in a graded music exam. The existing provision will continue for next year with a renewed focus on supporting PP children to get to exam level standards.	£6,000
	<p>Offer a range of free/subsidised residentials, trips, visits and other experiences</p> <ul style="list-style-type: none"> ➤ 3 residentials open to all pupils from Year 2 upwards ➤ Class and unit trips ➤ Visits from external people and organisations 	School to maintain its level of trips and residentials and improve Pupil Premium attendance of these.	68% of the children who attended Hathersage residential were PP children. 70% of the children who attended PGL residential were PP children.	£12,000

	<p>2 school camp overnights open to all pupils from Year 3 upwards.</p>		<p>68% of the children who attended London residential were PP children.</p> <p>Almost all PP children stayed for the free overnight school camp.</p> <p>All PP children attended at least two school trips – these included: Twycross Zoo, Cadbury’s World, Brackenhurst Environmental Centre, Sea Life Centre to name a few.</p> <p>Trips and residential have been an important part of enhancing the school day and have provided children with rich learning experiences. By offering these opportunities free or with huge subsidises has ensured there are no financial barriers for PP to be able to attend.</p>	
	<p>Offer a broad range of after-school clubs (sports and other interests)</p>	<p>More than 50% of Pupil Premium children to attend at least one after-school club throughout the year.</p>	<p>56% of PP children attended at least one after-school club throughout the year.</p> <p>Clubs have continued to be an important part of life at William Booth and the plan will be to continue with these next year.</p>	<p>£2,000</p>