

Pupil Premium Strategy Web Statement

1. Summary information					
School	William Booth Primary and Nursery School				
Academic Year	2020-21	Total Projected PP budget	£135,845	Date of most recent PP Review	September 2020
Total number of pupils	205	Number of pupils eligible for PP	101 (49%)	Date for next PP Strategy Review	September 2021

2. Current attainment (due to this impact of Covid 19 in 2020, all figures below are for 2018-19)									
	<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	67%			75%			57%		
% achieving pass mark at Year 1 phonics (32)	83%			78%			84%		
% achieving secure or above in KS1	R = 79%	W = 79%	M = 79%	R = 58%	W = 58%	M = 83%	R = 62%	W = 55%	M = 62%
% achieving greater depth in KS1	R = 0%	W = 0%	M = 0%	R = 25%	W = 17%	M = 25%	R = 14%	W = 7%	M = 12%
% achieving secure or above in reading, writing & maths (combined) KS2	48%			71%			51%		
% achieving greater depth in reading, writing & maths (combined) KS2	5%			14%			5%		

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 66% of SEN pupils are also Pupil Premium (only 50% of the whole school population is Pupil Premium). 21% of Pupil Premium children are also SEN (compared to only 11% of non-Pupil Premium children).
C.	English as an Additional Language 35% 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 (16 PP children were persistent absentees in first half of 2019-20). In the first half of 2019-20 Pupil Premium attendance was 0.6% lower than Non-Pupil Premium attendance.
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 (81% of the children on the register of pupils receiving additional family support at the end of 2018-19 were Pupil Premium). Many PP children's behaviour effects their learning (over 60% of negative behaviour points for 2018-19 were given to PP children, who only make up 50% of pupil population). Of the 13 pupils with over 40 negative behaviour points, 12 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 in Reading Pupil Premium pupils make at least expected progress in Reading. Pupil Premium Pupils perform better than non-Pupil Premium pupils by closing the gap year on year.	Disadvantaged children will make accelerated progress and by the end of the year attainment will be in line with non-PP nationally
B.	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	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.
C.	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.	All EAL new starters to receive additional support program. All EAL/PP combined children to make accelerated progress.
D.	Outstanding Attendance for PP pupils PP pupils to be at school as much as possible and not have unnecessary absences from school.	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.
E.	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.	Pupil Premium children do not be disproportionately involved in extreme negative behaviours or exclusions data. Increase in the percentage of Pupil Premium children attending Early Birds, particularly amongst older pupils (if/when risk assessment allows for this to resume). Soft data on PSHE and wellbeing outcomes.
F.	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. to mitigate the loss of	School to maintain its level of trips and residentials and Pupil Premium attendance (if/when the risk assessment allows).

	trips/residentials and opportunities in children’s personal lives, for as long as Covid-19 is a limiting factor in this regard.	<p>School to offer a range of alternative enrichment experiences within school whilst Covid-19 measures prevent residentials and trips.</p> <p>Majority of Pupil Premium children to attend at least one after-school club throughout the year.</p> <p>School to continue its In-Harmony provision as much as possible in a Covid safe way. At least some PP children to take a music exam by the end of the year (if circumstances allow).</p>
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5. Planned expenditure

Academic year	2020-21
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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?
A. Improved Attainment and Progress for PP Pupils in Reading	Evaluation of current practice in the teaching of Reading and develop practice in line with best practice	EEF guidance in the use of PPG sites the importance of high-quality teaching for all pupils disproportionately benefits disadvantaged pupils. Performance data indicates that attainment and progress within Reading is below that of Maths and Writing.	Evaluation of current practice to be support by MAT and Acting HT Development of teaching strategies to be led by Acting HT		
	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, as shown by EEF Guidance on the use of PPG. 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.		Half termly

	Training opportunities for staff / staff meetings CPD	School performance data indicates that attainment and progress within Reading is below that of Maths and Writing Training will be developed based on evaluation of current practice and areas of development for staff collectively and individually	Track individual and whole class data throughout the year Robustly monitor staff CPD to ensure it is impacting on outcomes.		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. Use of proven intervention programmes such as Switch On and Inference Training	Entry & exit data for intervention will demonstrate accelerated progress Monitoring forms to be completed and reviews by SENCO & Lead TA.	Karen Cole	Throughout the intervention and the end of each intervention
	Use of senior leadership to raise standards across the school through CPD and cover teaching.	Significant proportion of non-contact is covered by lead teacher to maximise the number of high quality learning throughout the week. Individualised CPD is targeted at the need in school and teachers are quickly supported to move their teaching on.	Track individual and whole class data throughout the year. In school monitoring. External monitoring and review.		Half termly
Total budgeted cost					£44,413
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?
B. Good outcomes for PP/SEN combined pupils	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.	Karen Cole & Claire Roberts	Half termly
	Use of targeted intervention and support for pupils	Proven intervention programmes used to support children to make accelerated	Work and planning analysis, observations, attainment data,	Karen Cole &	Half termly

		<p>progress based on the needs of the individual, such as:</p> <ul style="list-style-type: none"> - Switch On Reading - Inference Training - Switch On Writing - First Class at Number - Success at Arithmetic - Pre-teaching 		Claire Roberts	
C. Good Outcomes for PP/EAL combined pupils	Upskilling all staff to support those children with EAL through targeted support for staff individually and collectively based on pupil needs	To ensure all staff have the necessary skills to support high quality teaching and learning EEF Toolkit highlights Oral Language Interventions	<p>Entry & Exit data for intervention will demonstrate accelerated progress for EAL pupils</p> <p>Individual EAL targets will be met</p>	Karen Cole & Julie Zacharski	Half-termly
Total budgeted cost					£44,698

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?
D. Outstanding Attendance for PP pupils	<p>School to employ an Attendance Officer.</p> <ul style="list-style-type: none"> ➤ Home visits ➤ Meetings and data monitoring ➤ Initiatives and competitions ➤ Assemblies and Late Gate 	<p>DfE report (The link between absence and attainment at KS2 and KS4, March 2016) highlighted the direct correlation between attendance and attainment</p> <p>If children are persistently absent it dramatically effects their academic progress.</p> <p>School attendance PP data continues on an upward trend since employing</p>	<p>Half termly Attendance Review Meetings.</p> <p>End of year Attendance Report.</p> <p>Participation in Transform Trust and LA Attendance network meetings.</p>	<p>Seth James</p> <p>Tom Buckmaster</p> <p>Rachel Lee</p>	Each half term

		an Attendance Officer (see attendance report)			
E. Improved Readiness to Learn for PP pupils	<p>School to employ Senior Safeguarding Lead to lead on:</p> <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 	<p>School context is highly challenging with many children experiencing barriers to their learning which need to be addressed.</p> <p>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.</p> <p>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).</p>	<p>Transform Trust network events. Review cycle with designated governor. Half-termly safeguarding reviews and termly behaviour reviews.</p>	Seth James Steve Oakley	Half-termly and end of year
	A 'Free' Early Birds breakfast club.	<p>EEF Magic Breakfast project evidences impact of Breakfast clubs</p> <p>School evidence shows that children learn better when they have had breakfast and are not hungry.</p> <p>The start of the school day is calm and focussed with a continued reduction of pupils arriving late.</p>	<p>Early Birds provision to be reintroduced as soon as Covid-19 risk assessment allows for this.</p> <p>(Not costed due to possibility it may not recommence this year).</p>	Karen Cole	End of Year
F. 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. 	<p>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.</p> <p>NFER 'Power of Music' report (Nov 2016).</p>	<p>Close coordination with the Nottingham Music Hub.</p> <p>Arts Award process (school is Gold accredited).</p>	Hannah Murdock In-Harmony Music Team	Termly

	<ul style="list-style-type: none"> • 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. 	<p>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'.</p>			
	<p>Offer a range of trips and residential as soon as Covid-19 measures allow for this. (Not costed)</p>	<p>Residential and trips give children new experiences. Residential and trips increase engagement with school.</p>	<p>Attendance / participation at trips and residential.</p>	<p>Claire Paparozzi</p>	<p>At the point where trips and residential become feasible again, and then at the end of year</p>
	<p>An Enrichment Fund to be provided to each class, to enable the delivery of imaginative and immersive experiences which will enhance the curriculum and</p>	<p>Covid-19 prevented all of the residential and trips scheduled for the Summer term in 2020. As well as the impact on school plans, Covid-19 has had a dramatic limiting effect on children's experiences outside of school. Broad experiences play a critical role in supporting children's learning and</p>	<p>Each class teacher to be responsible for managing their class's Enrichment Fund, with support from their phase leader.</p>		

	mitigate the loss of residential and trips due to Covid-19	their personal development and well-being.			
	Offer a broad range of after-school clubs and recommence normal sports clubs program as soon as Covid 19 risk assessments allow for this.	After-school clubs give children a chance to try a broader range of activities. After-school clubs increase engagement with school.	All Teaching Assistants to deliver other interest after-school clubs over the year. Target specific Pupil Premium pupils (e.g. gifted and talented), for these clubs.	Seth James Karen Cole Ciara Whittle	End of Year
Total budgeted cost					£51,160

OVERALL TOTAL COST	£140,271
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