

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	William Booth Primary and Nursery School
Number of pupils in school	208 + 23 nursery aged children
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2 (also builds on last year)
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Governors
Pupil premium lead	Claire Paporozzi
Governor / Trustee lead	Ify Oqwu-Nosakhare

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,000
Recovery premium funding allocation this academic year	£14,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£152,700

## Part A: Pupil premium strategy plan

### Statement of intent

As a school we plan and review our Pupil Premium spend annually, to ensure it is having the desired impact (see our Pupil Premium Strategy documents for more details).

The school pays careful attention to the issues faced by any of our vulnerable pupils and seeks to address these, whilst also closely monitoring their attainment. We also recognise that not all pupils who have received free school meals will be socially disadvantaged, and not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We currently have six main strands to our plan to improve outcomes for these pupils:

1. Improve attainment, especially in reading
2. Support those pupils who also have additional needs
3. Support those pupils who also speak English as an Additional Language
4. Ensure those pupils have high levels of attendance
5. Ensure those pupils are ready and able to learn
6. Increase and expand the life experiences for those pupils

Whilst specific support is obviously an essential way of meeting some children's needs, the EEF recommends that schools use the grant firstly to improve teaching quality - which benefits all pupils but has a disproportionate benefit for disadvantaged pupils. Basic needs, pastoral and academic support follow. Interventions and strategies employed need to take into consideration the existing evidence base and how well they suit the school's specific needs and aims.

As a school we aim to create an environment that is free from stigma and an education that is accessible for all. Children are never labelled or grouped according to their Pupil Premium status and with the exception of some residentials, all activities that we offer (including after-school clubs and trips), are completely free of charge. Through the school's BELIEVE values and our learning GEMS, we aim to create a culture that recognises the often significant and complex challenges that our disadvantaged pupils face, whilst at the same time maintaining the very highest aspirations and expectations for them.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Attainment and Progress</p> <p>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.</p>
2	<p>High Levels of SEN</p> <p>62% of SEN pupils are also Pupil Premium (only 50% of the whole school population is Pupil Premium). 17% of Pupil Premium children are also SEN (compared to only 9% of non-Pupil Premium children).</p>
3	<p>English as an Additional Language</p> <p>27% of EAL children are also Pupil Premium</p>
4	<p>Attendance for specific Pupil Premium children attendance remains an issue (10 PP children were persistent absentees in first half of 2021-22).</p>
5	<p>Readiness to Learn</p> <p>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 (83% of the children on the register of pupils receiving additional family support at the end of 2020-21 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 – (data from previous year based on COVID-19/lockdown).</p>
6	<p>Lack of Life Experiences</p> <p>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.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b>Improved Attainment and Progress for PP pupils in Reading</b></p> <p>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.</p>	<p>Disadvantaged children will make accelerated progress and by the end of the year attainment will be in line with non-PP nationally</p>
<p><b>Good outcomes for PP/SEN combined pupils</b></p> <p>PP pupils with SEN receive the support they need to, enabling them to make 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><b>Good Outcomes for PP/EAL combined pupils</b></p> <p>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.</p> <p>All EAL/PP combined children to make accelerated progress.</p>
<p><b>Outstanding Attendance for PP pupils</b></p> <p>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.</p> <p>Pupil Premium children to be under-represented in the end of year persistent absentee list.</p>
<p><b>Improved Readiness to Learn for PP pupils</b></p> <p>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>Pupil Premium children do not be disproportionately involved in extreme negative behaviours or exclusions data.</p> <p>Increase in the percentage of Pupil Premium children attending Early Birds, particularly amongst older pupils (if/when risk assessment allows for this to resume).</p> <p>Soft data on PSHE and wellbeing outcomes.</p>
<p><b>Better and Broader Life Experiences and Opportunities for PP pupils</b></p>	<p>School to maintain its level of trips and residentials and Pupil Premium</p>

<p>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 trips/residential and opportunities in children's personal lives, for as long as Covid-19 is a limiting factor in this regard.</p>	<p>attendance (if/when the risk assessment allows).</p> <p>School to offer a range of alternative enrichment experiences within school whilst Covid-19 measures prevent residential 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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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £52,413

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed QFT by providing CPD in Reading, Oracy and Phonics.</p>	<p>The following evidence underpins our activity:</p> <p>NFER Research: Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research, which has found that good teachers are especially important for pupils from disadvantaged backgrounds.</p> <p><b>For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.</b></p> <p>'Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil..' (Supporting the attainment of disadvantaged pupils – DfE)</p>	<p>1, 2, 3</p>

	<p>EEF's Guidance - Improving Literacy in KS2. Key considerations from the reports included:</p> <ul style="list-style-type: none"> <li>□□ language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment;</li> <li>□□ Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.</li> <li>□□ Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</li> </ul>	
<p>Implement the 'Sounds Write' Programme to improve reading and phonics</p>	<p>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a></p> <p>'There is every reason to think that those who complete the 'Sounds-Write' training, and subsequently put it into practice, will be in a strong position effectively to deliver teaching that will achieve the outcomes of the DfE core criteria.'</p> <p>(Report by DfE on Sounds-Write )</p>	<p>1, 2, 3</p>
<p>Empower pupils to use their voice and improve Oracy skills through effective speaking and listening skills.</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills – hence the need for developing Oracy. Studies show that effective delivery of Oracy sessions has a high impact.</p> <ol style="list-style-type: none"> <li>1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</li> <li>2. The average impact of Oral language interventions is</li> </ol>	<p>1, 2, 3, 5</p>

	<p>approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50,698

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Teaching Assistants to deliver in class support	<p>Children are supported to access the curriculum alongside their peer group, narrow any gaps and make at least expected progress.</p> <p>Additional teaching capacity supports meeting the needs of our most vulnerable learners.</p> <p><a href="https://www.gov.uk/guidance/supporting-pupils-wellbeing">https://www.gov.uk/guidance/supporting-pupils-wellbeing</a></p>	1, 2, 3, 5
Use of targeted intervention and support for pupils	<p>Proven intervention programmes used to support children to make accelerated progress based on the needs of the individual, such as:</p> <ul style="list-style-type: none"> <li>- Switch On Reading</li> <li>- Inference Training</li> <li>- Switch On Writing</li> <li>- First Class at Number</li> <li>- Success at Arithmetic</li> <li>- Pre-teaching</li> </ul> <p>The evidence below highlights the impact TAs can have when deployed effectively.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a></p>	1, 2, 3

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	3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £51,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
School to employ an Attendance Officer. <ul style="list-style-type: none"> <li>• Home visits</li> <li>• Meetings and data monitoring</li> <li>• Initiatives and competitions</li> <li>• Assemblies and Late Gate</li> </ul>	DfE report (The link between absence and attainment at KS2 and KS4, March 2016) highlighted the direct correlation between attendance and attainment 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)	4
School to employ Senior Safeguarding Lead to lead on: <ul style="list-style-type: none"> <li>• Behaviour across school and with specific pupils</li> <li>• Safeguarding and family intervention</li> <li>• Pupil Premium provision</li> <li>• PSHE and related initiatives</li> <li>• Attendance Learning mindsets</li> </ul>	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).	5
In-Harmony for all pupils in KS2. <ul style="list-style-type: none"> <li>• After-school Area Band participation.</li> </ul>	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	6

<ul style="list-style-type: none"> <li>• Specific pupils to take music exams.</li> <li>• Music concerts both in and out of school.</li> <li>• Children to be able to take home an instrument to play.</li> <li>• Specific children will take part in a musical residential.</li> <li>• Rioconnect music transition and links program</li> </ul>	<p>musicians and orchestras; an increasing number of children taking and passing graded exams. NFER 'Power of Music' report (Nov 2016).</p> <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>6</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 mitigate the loss of residential and trips due to Covid-19</p>	<p>Covid-19 prevented all of the residential and trips scheduled for the Summer term in 2020 and 2021. 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 their personal development and wellbeing.</p>	<p>6</p>
<p>Offer a broad range of after-school clubs and recommence normal sports clubs program as soon as Covid 19 risk assessments allow for this.</p>	<p>After-school clubs give children a chance to try a broader range of activities. After-school clubs increase engagement with school.</p>	<p>6</p>

**Total budgeted cost: £154,271**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Throughout the year, we engaged in Pupil Premium Reviews to ensure that we used the budget effectively and had maximum impact on our pupils.

This was carried out alongside various tiers of the school; from SLT to TA's. In addition, the school also benefited from an Ofsted inspection in September 2021, where the report highlights 'pupils are at the heart of this inclusive school' and 'the school's aim of 'believe to achieve' aptly describes how staff have enabled pupils to believe in themselves'.

Through the Autumn term clear progress was made and the quality of teaching, targeted support, attendance and wellbeing provision had a direct impact on pupils' attainment, progress, behaviour, attitudes and wellbeing.

The enforced school closure during the Spring Term meant that we were unable to put into practice some of the intended provisions that we had planned. However, we continued to provide for our community through our Remote Learning offer, which consisted of all lesson being held virtually, providing additional and practical resources when needed and ensuring the most vulnerable were in school.

Furthermore, the following was put in place:

- Pupils were contacted on at least a weekly basis by phone call and/or home visit
- Pupils had access to learning resources, art and play equipment
- Pupils had access to work (paper based, blended and digital)
- Pupils were provided with Free School Meals or vouchers
- Pupils had in school provision where necessary and appropriate

### Externally provided programmes

Programme	Provider
In Harmony	Nottingham City Music Hub
EPIC – sports/enrichment	EPIC
Swimming	Nottingham City Council
Adam McGrory – PE Coach	McGrory Sports Coaching
Tom Buckmaster – Attendance Officer	TVB Services