

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2024 2025 academic year 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.

The review was completed in November 2025 and was ratified by the Local Governing Board on 25th November 2025

School overview

Detail	Data
School name	Botley School
Number of pupils in school September 2025	183
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	25 th November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Jo Reid (Headteacher)
Pupil premium lead	Elsbeth Doran (Inclusion Lead)
Governor / Trustee lead	Mrs Sue Miller CoG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,145.00
Thomas Dawson Education Grant	£10,000.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£75,145.00

Part A: Pupil premium strategy plan

Statement of intent

The school will use the grant to support groups that comprise pupils with a range of different abilities, to narrow the achievement gaps between them and their peers. We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential. We also recognise that we have several families who are not eligible for pupil premium funding but who have been identified as extremely vulnerable by our mental health team, our medical team or our safeguarding team. These pupils and families will also be supported within the pupil premium plan for 2026 2027.

The school has a Pupil Premium Policy, which can be found on the [school website](#).

Challenges

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

Challenge number	Detail of challenge
1	Emotional Wellbeing
2	Progression and attainment in Maths, including EAL
3	Progression and attainment in English, including EAL
4	Family support

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
1	Improvement in emotional wellbeing and behaviour of all PP children. PP children's social and emotional skills improve in order to retain friendships and increase cooperation.	PP children use well-being strategies to enable them to make accelerated academic progress and are ready to learn with the aim that PP children are working at ARE or above at the end of the school year. PP children have a better understanding of their feelings and emotions. Pupils use well-being strategies for resilience. QCA scores

		increase (behaviour assessment). Less conflict with peers.
2	PP and EAL children make accelerated progress in maths i.e. accelerated progress to close the gaps in their attainment from their individual starting points.	PP children with no additional needs, including SEN or EAL needs, achieve in line or better in maths, compared with their peers in school and nationally by the end of KS2. Children engage in maths activities positively and produce good quality work. Over 90% of PP and EAL pupils make at least expected progress from their starting points with many making accelerated progress.
3	PP and EAL children make accelerated progress in writing i.e. accelerated progress to close the gaps in their attainment from their individual starting points. EAL pupils make accelerated progress in Reading to close the gaps in their attainment from their individual starting points and bring this closer in line with their peers.	PP children with no additional needs, including SEN or EAL needs, achieve in line or better in writing, compared with their peers in school and nationally by the end of KS2. Children engage in writing activities positively and produce good quality work. Pupils communication and language skills are improved through the wider curriculum. Over 90% PP and EAL pupils make at least expected progress from their starting points with many making accelerated progress.
4	Families in need of additional support are able to access this through school to ensure children make expected or better progress based on their individual starting point.	Families feel supported by appropriate agencies. Improved engagement with school e.g. attends parents' evenings and school events etc. Families feel confident supporting their children and work with the school to ensure the best outcomes for the children.

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: **£ 23,552.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School Staffing 1x Level3 Forest School Lead x10 hours per week	The key emotional well-being benefits of including Forest School across the setting as part of the curriculum include: <ul style="list-style-type: none"> • Confidence – children have the freedom and space to learn and demonstrate independence • Social Skills – children gain an increased awareness of the consequences of their actions and learn teamwork skills • Communication – language is developed through the children’s sensory experiences • Motivation – The environment engages the children to such an extent they are keen to participate and are able to concentrate over longer periods of time 	1,3
ELSA supervision programme and resources plus Additional ELSA x1 staff for 2024 - 2025 ELSA 10 hours per week	Children will be ready and eager to learn without distraction from others, and to acquire positive communication skills. They also need to be able to understand the feelings of others and manage their own feelings.	1,4
TA staffing Cover for Chill Zone	Children have a quiet, safe place to play when the whole playground situation is too noisy or overwhelming. This will ensure less behavioural incidents at lunchtime and children returning to their classrooms calm and ready to learn.	1
Phonics whole school staff training	Staff are trained in the monster phonics and superhero spelling scheme and techniques, specifically in the specialist training for SEND adaptation and Teaching Assistant support for inclusion. Staff understand the learning needs and barriers for learning for vulnerable pupils leading to enhanced provision for all vulnerable learners in school and consequently better phonic and spelling outcomes for learners	3
CPD training for staff OXIT support	Problems in using and understanding language will affect almost every aspect of school: understanding and following instructions, learning vocabulary, reading	2,3

	comprehension, difficulty retaining concepts etc. The child may have difficulty participating in class and could interfere with their ability to demonstrate what they know in assessments. Early intervention will ensure that any language deficit is identified and interventions put in place so as to avoid under achievement.	
CPD training to support staff in new SEND enhanced pathway	The Enhanced pathway is new for September 2023 and incorporates pupils with SEND and PP. The staff will need a higher level of support to ensure the success of the pathway and ensure high standards for our most vulnerable pupils.	1,2,3&4
Oracy training for Oracy Lead and school staff to support development of Oracy in school	Purposeful Talk is developed so that all pp and EAL pupils are able to: *Explain thinking *Clarify thinking *Value and understand other perspectives and refine and revise their own *Build on a range of thinking to develop new ideas and strategies *Talk responsively and reciprocally	1,2,3&4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 7,718.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Arch Reading Intervention	To provide some 1:1 time with an adult linking extra reading with a nurture time.	1,3
Primary Playmaker	Quality input from an external provider inspires the children to produce good quality written work	1,3
TA staffing for Interventions	Targeted communication and spoken language support will ensure children make good progress. Targeted number and maths support will ensure pupils make good progress. Targeted multiplication support ensures pupils attain well in the multiplication check in year 4.	1,2,3
Enrichment activities to support writing development and joy of writing	Visiting theatre groups; visiting authors; story museum; visiting community leaders	1,2,3
Targeted software for KS2 to replace booster sessions and introduction of homework club	Buying into the 'SATs Companion' and 'Mirodo' software with AI to enable targeted revision and questions across the core subjects.	1,2,3

Software subscription to trial 1:1 devices for classroom learning	Showbie subscription for 1 year to be trialled with using 1:1 devices (iPads) for whole class teaching and adaptation	1,2,3
Maths and Writing Interventions	To provide some 1:1 or small group work with an adult. Children are able to work on specific aspects of their writing and will make good progress. Average of 1x20 min intervention per class per day which equates to approximately 5 hours per week @£11 per hour. £55x38 weeks. All of this will be doubled to include 1x maths and 1x writing intervention.	2,3

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

Budgeted cost: **£ 43,874**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison Support and resources	A large number of Botley families are supported by agencies. Families don't always feel confident knowing how to support their children and therefore how to work with the school to ensure the best outcomes for their children. We need more families to attend both educational and social events. Cost includes salary and a budget for resources	1,4
Payment for After School Care to ensure children can play with their peers safely	Some children do not have access to external clubs out of school. By attending ASC this supports the parents and increases the child's confidence and self-esteem, as well as allowing them to take part in activities they enjoy.	1,4
Payment towards School Trips	Some families need financial support in order for their children to have access to school trips. This ensures equity and equality for all children.	1,2,3,4
Parenting sessions/courses	Some families need support or advice regarding elements of childcare. Providing courses in school during the school day ensures they can attend and widen their knowledge	1,4

Free pre-loved and high quality school uniform available for parents and additional funding for new school uniform	Some families suffer hardship and a school uniform can be costly. Support is offered to ensure equity.	1,4
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Total budgeted cost: £ 75,145.00

Surplus to be carried forward: £ 0

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 2024 to 2025 academic year.

Intended outcomes:

A review of the previous academic year's strategies can be found within this link.

[Botley Pupil Premium Review 2025 v2.xlsx](#)

Externally provided programmes

Not Applicable for Botley School in 2024 2025

Service pupil premium funding (optional)

Not Applicable for Botley School in 2024 2025