

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 2024 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.

The review was completed in October 2024 and was ratified by the Local Governing Board on 26th November 2024

School overview

Detail	Data
School name	Botley School
Number of pupils in school September 2024	202 (including Nursery & Reception)
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 2025
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
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	£ 69,560
Thomas Dawson Education Grant	£10,000
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	£ 79,560

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 2024 2025.

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	<p>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.</p>	<p>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.</p> <p>Children engage in maths activities positively and produce good quality work.</p> <p>Over 90% of PP and EAL pupils make at least expected progress from their starting points with many making accelerated progress.</p>
3	<p>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.</p> <p>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.</p>	<p>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.</p> <p>Children engage in writing activities positively and produce good quality work.</p> <p>Pupils communication and language skills are improved through the wider curriculum.</p> <p>Over 90% PP and EAL pupils make at least expected progress from their starting points with many making accelerated progress.</p>
4	<p>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.</p>	<p>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.</p>

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: **£ 26,978.80**

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
Inclusion whole school staff training	Staff are trained in inclusions techniques and are able to support the inclusive sense of belonging in school, leading to enhance learning environments and improved outcomes. Staff understand the learning needs and barriers for learning for EAL pupils leading to enhanced provision for all EAL learners in school and consequently better outcomes for EAL 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 comprehension, difficulty retaining concepts	2,3

	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

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

Budgeted cost: £ 14,382

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
Third Space Learning 1:1 tuition programme for individual pupils	Identified pupils from Yr 5 and 6 have access to a terms worth of 1:1 tuition. This will lead to improved outcomes and accelerated progress.	1,2,3

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

Budgeted cost: £ 33,400

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
Funding for community outreach groups, such as coffee afternoons for refugee families etc...	Families moving to the school from challenging circumstances have groups to help them feel supported and less isolated within the community.	1,4

Total budgeted cost: £ 74,760.80

Surplus to be carried forward: £ 4,799.20

Surplus expenditure is being left in the plan so it can be used to respond to any further eventualities or needs that arise through the year.

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 2023 to 2024 academic year.

1: Emotional Wellbeing

Intended Impact: PP children use wellbeing 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. Less conflict with peers.

PP children impact of Covid disruption to emotional wellbeing is minimised: pupils use wellbeing strategies for resilience.

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.

Intended Impact: 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.

Children engage in maths activities positively and produce good quality work.

Over 80% 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.

Intended Impact: 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.

Children engage in writing activities positively and produce good quality work.

Pupils communication and language skills are improved through the wider curriculum.

Over 80% 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.

Impact:

Emotional Well Being

The Headteacher qualified as a Senior Mental Health Lead in 2023 2024 and has worked closely with the Education Mental Health Practitioner to audit the provision and identify further support. Safe working environments have been seen during monitoring visits in class. Pupils have good role models that ensure wellbeing of all children. There is now a school Mental Health Threshold of Needs. This identifies support provided from Level 1: Universal support through to Level 4: Clinical Agency Referrals. In liaison with the FSLW/DDSL, referrals have been placed to a number of agencies and support groups leading to pupils feeling safe and accessing appropriate support.

Forest School has been running successfully all year and all pupils have benefitted from outdoor learning. Two TA's completed ELSA training and a number of referrals for this support has meant pupils are actively supported with their well-being in school. This has, in itself led to referrals to other organisations such as Pegasus Theatre for identified pupils.

Chill Zone has been open regularly. It has enabled a number of vulnerable to have a peaceful, sociable lunchtime. There have been less behaviour incidents reported at lunchtime

Context for PP and EAL learners

- 74% of the pupils identified as attracting pupil Premium are identified as having other additional barriers to learning (EAL/SEND/Other Vulnerabilities), with 43% also having specific identified SEND needs and 38% identified as EAL.
- 39% of EAL pupils had additional barriers to learning (SEND/PP/other vulnerabilities)

Progress and attainment

PP pupils with no additional barriers to learning

- 67% of year 6 PP pupils with no additional barriers to learning attained at least expected standards in Reading which is lower than their peers.
- 67% of PP pupils with no additional barriers to learning attained at least expected standards in maths which is in line with their peers.
- 100% of year 6 PP pupils with no additional barriers to learning made the expected standard in Writing and Science is a higher proportion than their peers.
- Across years 1-6 the attainment for reading (64%) was in line with peers. Attainment in Writing (64%) was higher than peers. Attainment in Maths (55%) was lower than peers maths. Attainment in science (91%) was significantly higher than peers science

All PP pupils including those on the SEN/EAL registers Yrs 1-6

- Attainment data for the Pupil Premium group and the EAL group are much lower than both non-Pupil Premium peers and the National figures because of the proportion of pupils who have additional barriers to learning: Reading attainment (35%) Writing Attainment (23%) Maths attainment (28%) Science attainment (44%)
- Progress from starting points demonstrates the proportion of pupils making at least expected progress from starting points is in line with peers, but the proportions of pupils making accelerated progress has dropped this year meaning gaps are not closing quickly enough.
- Reading: 79% of pupils of PP pupils make at least expected progress with 26% making accelerated progress. This demonstrates a slight drop in proportions since 2023
- Writing: 74% made at least expected progress with 21% making accelerated progress. This represents a rising trend in the proportion attaining expected standards since 2022, but a drop in those attaining greater depth standards since 2022.
- Maths: 79% made at least expected progress with 33% making accelerated progress. This demonstrates a drop in attainment in both categories since 2023 and mirrors the drop in proportions attaining the expected standard in maths across the school.
- Science: 88% made Expected progress with 37% making accelerated progress. This continues a rising trend in proportions since 2022.
- EAL Reading: 68% of EAL pupils made at least expected progress with 20% making accelerated progress
- EAL Writing: 80% of EAL pupils made at least expected progress in writing with 20% making accelerated progress.
- EAL Maths: 71% made at least expected progress with 21% making accelerated progress.
- EAL Science: 90% made at least expected progress with 27% making accelerated progress.

More work is need on Maths to close the attainment gap with their peers. This will be built into the SIP 2024 2025 and the PP strategy. This includes changing the provider used for booster maths tuition as this did not have the intended impact in 2023 2024.

More work is needed on oracy, vocabulary and grammar to support improved outcomes and accelerated learning for PP and EAL pupils, especially those with more than one barrier to learning. This will be built into the SIP 2024 2025 and the PP strategy.

4: Family Support

The Family Support Worker is crucial to enabling families to access other avenues of support and to offer a bridge into communicating with the school and other agencies. The role encompasses daily attendance monitoring and completion of welfare checks when vulnerable pupils do not attend school. The Family Support Link Worker is also the Deputy Designated Safeguarding Lead and is invaluable in contacting other agencies for further support and ensuring that our pupils are safe and well looked after. The proportion of families on the highest levels of the Threshold of Needs scale has increased has remained high, as has the number of referrals to social care, Early Help and other outside support agencies. Families feel supported by the school when accessing other appropriate agencies and the school has successfully led a number of Teams Around the Family meetings this year. As a result in the rise in the number of vulnerable families and pupils, the case load for ELSA has been much higher and the additional two ELSA team members has enabled pupils to be seen and heard more regularly. There are also a number of well-being after school clubs run by the FSLW which have proved extremely popular and have focused on teamwork and kindness to support social interactions.

The continued prioritisation of this role in school enables teaching staff to focus more on learning than on family support and also helps to diminish some of the barriers to learning for our most vulnerable pupils, bringing them into school each day and providing a safe space for their worries or thoughts to be heard.

The Ofsted inspection in July 2024 found the provision for Personal Development and Wellbeing to be Outstanding with staff going the extra mile to ensure pupils needs were met.

Summary: The Pupil Premium funding is supporting strategies which are diminishing the difference for our most vulnerable pupils. Whilst attainment is still low, there are a number of factors for why this is the case, however, the progress and accelerated progress from starting points demonstrates the strategies are working.

The plan for 2024 2025 will be to continue with the provision in place from 2023 2024 with additional provision for the development of oracy strategies and working with a new provider for maths 1:1 interventions to replace the National Tutoring Programme from the previous 2 years.

Externally provided programmes

Not Applicable for Botley School in 2023 2024

Service pupil premium funding (optional)

Not Applicable for Botley School in 2023 2024