

## Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Botley School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£79,200	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	R-Y6 362 Y1 –Y6 305	<b>Number of pupils eligible for PP</b>	FSM £34,320 20 /26 pupils in school F6 £38,280 21/ 29 pupils in school LAC and adopted £5700 2/3 pupils in school Service £900 3 / 3 pupils in school	<b>Date for next internal review of this strategy</b>	March 2017

1. Current attainment & progress			
Attainment for: September 2016 Years 1 to 6 attainment (305 pupils)	<i>Pupils eligible for PP (47 pupils) Attainment</i>	<i>Pupils eligible for PP (47 pupils) Progress</i>	<i>Pupils not eligible for PP 252 (Attainment)</i>
% achieving expected standard or above in reading, writing and maths	32%	78%	46%
% achieving expected standard or above in reading	36%	81%	65%
% achieving expected standard or above in writing	26%	66%	51%
% achieving expected standard or above in maths	35%	86%	59%

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Writing skills including SPAG	
<b>B.</b>	Reading skills (phonics)	
<b>C.</b>	Learning to Learn skills, social & emotional literacy	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance of particular vulnerable groups including SEN & EAL	
<b>E.</b>	Support for families - Social care involvement, HSCLW, separations, Alcohol/Drug dependence, low ambition	
<b>F.</b>	High mobility of pupils with additional needs in all year groups	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	PP children's writing skills improve in line with non PP children i.e. accelerated progress	PP children make better progress with writing and diminish the gap PP children can achieve well in spelling
<b>B.</b>	PP children's reading improves in line with non PP children	PP children make better progress in reading so that their writing is influenced by this. Children enjoy reading and can talk enthusiastically about a book they are enjoying. PP children achieve in line with non PP children.
<b>C.</b>	PP children's social and emotional skills improve in order to retain friendships, increase cooperation, and actively engage in their learning	PP children have a better understanding of their feelings and emotions. QCA scores increase (behaviour assessment). Less conflict with peers. Improved attitude to learning. Accelerated progress in learning.
<b>D.</b>	The attendance of PP children improves	Reduce the number of absentees among pupils eligible for PP. Attendance for the children is in line with school average.
<b>E.</b>	Families in need of additional support are able to access this through school	Families feel supported by appropriate agencies. Improved engagement with school e.g. attend parents' evenings etc. Families support their children and the school.
<b>F.</b>	Pupils with additional needs who join during the year (in all year groups) are well supported and integrated successfully.	Successfully integrated into school. Baseline assessments done within 2 weeks of arrival. Speedy transfer of records. Learning/behaviour/emotional needs quickly identified and actioned. Parents engage with all professionals to ensure good progress is made in all areas of the curriculum.

#### 4. Planned expenditure

2016/17

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

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?
Whole school focus on improvement of writing. CPD on writing and SPAG in order to ensure children have a good understanding	Writing is a development area for the school, but PP children are consistently dropping behind school average, despite high level of intervention. Quality and inspirational writing opportunities to be given in order to encourage children to enjoy writing.	Writing improves across the school, but more importantly improves at a greater rate for PP children. Displays with high quality writing in classrooms. A whole school creative approach in January to be implemented.	Literacy Coordinator	April 2017
CPD on phonics in EYFS & KS1/Y3 Children will read with a TA or teacher regularly. Phonics will be taught in lessons and through the use of tailored interventions. Books will be celebrated and enjoyed in school.	When children read daily their reading improves. Any areas of difficulty can be addressed (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy for reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books. If children celebrate making progress on	School data tracking and Provision Maps will review intervention given and progress made. Checks on reading records to ensure that children are being heard regularly.	Literacy Coordinator	April 2017
Model/demonstrate Learning to Learn skills and social & emotional literacy	For children to be ready and eager to learn without distraction from others, they need to acquire positive communication skills. They also need to be able to understand the feelings of others and manage their own feelings.	Safe working environment in class. Good role models. Intervention/Social skills groups e.g. PACS, Spirals, Socially Speaking etc.	SENCo	April 2017

**i. Targeted support**

<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review?</b>
1:1 support (Including ARCh reading)	With some children there continues to be a significant gap in attainment. These children need a more individualised program of support in order to allow them to access the curriculum. The focus for this is with literacy skills.	Tracking sheets Meetings with parents. Lesson observations / 1:1 observations to ensure quality 1st teaching	SENCo	April 2017
Children receive daily reading and quality 1:1 comprehension around the book in a positive way. The books on offer will interest non-readers at an appropriate level.	When children read daily they gain in confidence. This time makes them feel valued and makes them see that books are positive and to be enjoyed. The boys who do not like reading will be more inspired in class with books more appropriate to their interest. By developing greater accuracy with reading and the opportunity to talk about the text, comprehension skills will improve.	There will be a range of books to interest all children. Children who have daily reading – progress will be seen in data tracking. Children will choose to read more at ‘free time’. There will be increased enjoyment of reading by all children. Improved comprehension skills.	Literacy Coordinator	April 2017
Project X Code	The program focuses on children having difficulty with the early stages of reading and writing.	Tracking sheets Lesson observations / 1:1 observations to ensure quality 1st teaching Children reading for pleasure and at an appropriate level. Children better able to access the curriculum as a whole, due to increased reading ability and fluency.	SENCo	April 2017
Booster lessons for Y6	For all children to make at least expected progress and achieve ARE.	All children achieve ARE in Reading, Writing, Maths and SPAG	Year 6 Teachers	April 2017
Prepared activity packs for all new reception children – to encourage reading, mark making etc.	Limited resources and opportunities at home	Children achieve expected in Communication and Language	EYFS Coordinator	April 2017
Employ additional Nursery Nurse in reception, to hold nurture groups/Spirals/Talk Boost	Lower attainment in communication and language for new arrivals	Children achieve expected in Communication and Language	EYFS Coordinator	April 2017

Additional Lunchtime Supervisors to support children's emotional development	Increased number of children falling out with peers at lunchtime	Children get on well and able to be ready for learning after lunchtimes.	HT	April 2017
Life Bus	The activities focus on developing children's awareness of keeping healthy, healthy eating and of substance misuse and its negative impact.	All children have a greater understanding of keeping healthy, healthy eating and an awareness of substance misuse and its negative impact.	PSHCE Coordinator	April 2017

## ii. Other approaches

Desired Outcome	Chosen action/approach	Estimated impact	Lessons learned	cost
Improvement in self-esteem of PP children	Forest School and lunchtime Gardening Club	Some children in receipt of Pupil Premium need greater support with self-esteem and confidence and we feel this is a good approach. Forest School offers opportunities for real life experiences which can offer inspirational ideas for writing.		
To improve PP children engagement in a wider range of activities to give different experiences.	Payment for After School Care to ensure children can play with their peers safely	Some children do not have access to any other clubs out of school. By attending, this supports the parents and increases the child's confidence and self-esteem, as well as allowing them to take part in activities that they enjoy.		
Improvement in self-esteem of PP children and increased confidence for parents in managing their children's behaviours	Dinosaur School	Parenting programme: Parent and child attend the programme together but work in separate rooms. The overall aim of the Dinosaur School is for children to explore and express their feelings, promote their self-esteem through practicing good choices and become a great team member able to share, take turns, use a gentle touch and indoor voice etc.		

The attendance of PP children improves.	HSCLW Subscription to LA Attendance Officer	Liaise with families where attendance is an issue and support them in getting their child to school daily and on time.		
To enable children to attend all trips	Payment of School Trips	Children being enabled to attend school trips with peers, which increases their confidence and self-esteem. Children can widen their knowledge of the world.		
All children are correctly dressed for school	Payment towards school uniform	To support families with the cost of uniform so that their children are appropriately dressed for school.		
PP families are supported when necessary	Support through HSCLW, SENCo or other outside agencies.	At different times our PP families have needed additional support in order to maintain a supportive home environment. By offering additional funding towards supporting at home, allows the children to not have to take on the burden of home worries.		

### 5. Review of expenditure

#### Previous Academic

#### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

#### ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

**1. Additional detail**

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