

Pupil Premium Strategy Statement

1. Summary information					
School	Botley School				
Academic Year	2016/17	Total PP budget	£79,200	Date of most recent PP Review	n/a
Total number of pupils	R-Y6 362 Y1 –Y6 305	Number of pupils eligible for PP	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	Date for next internal review of this strategy	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%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Writing skills including SPAG	
B.	Reading skills (phonics)	
C.	Learning to Learn skills, social & emotional literacy	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance of particular vulnerable groups including SEN & EAL	
E.	Support for families - Social care involvement, HSCLW, separations, Alcohol/Drug dependence, low ambition	
F.	High mobility of pupils with additional needs in all year groups	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	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.
C.	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.
D.	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.
E.	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. attends parents' evenings etc. Families support their children and the school.
F.	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.	5. 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					
Desired outcomes	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?
PP children's writing skills improve in line with non PP children i.e. accelerated progress	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	September 2017
PP children's reading improves in line with non PP children	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 a regular basis, it will encourage them to persevere with their reading.	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	September 2017
PP children's social and emotional skills improve in order to retain friendships, increase cooperation, and actively engage in their learning	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	September 2017
Total Budgeted Cost £19,600					

ii Targeted support					
Desired outcomes	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?
PP children's reading improves in line with non PP children	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	September 2017
PP children's reading improves in line with non PP children	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 Coordinat or	September 2017
PP children's reading improves in line with non PP children	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	September 2017
PP children's reading improves in line with non PP children. PP children's writing skills improve in line with non PP children i.e. accelerated progress	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	September 2017

PP children's reading improves in line with non PP children.	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	September 2017
PP children's social and emotional skills improve in order to retain friendships, increase cooperation, and actively engage in their learning	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	September 2017
PP children's social and emotional skills improve in order to retain friendships, increase cooperation, and actively engage in their learning	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	September 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	September 2017

Total Budgeted Cost £14,000

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?
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.	PP children receive timetabled sessions of Forest School Attendance at gardening club – priority for PP children	Forest School Leader	September 2017
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.	Priority for PP children and financial support for those who cannot afford it, if in crisis.	HT	September 2017
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.	Priority for PP children	HSCLW SENCo	September 2017
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.	Monthly analysis of attendance. Regular meetings with parents (both if separated) as appropriate dependent on child's attendance.	HSCLW	September 2017
To enable PP children to attend all trips	Payment of School Trips	Children being enabled to attend school trips with peers, which increase their confidence and self-esteem. Children can widen their knowledge of the world.	Children engage in the opportunities that trips offer and can widen their knowledge of the world.	HT	September 2017
All PP 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.	Offer support to families who are unable to provide uniform for their child.	HT	September 2017

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.	Offer support to families	HT HSCLW SENCo	September 2017
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Total Budgeted Cost £45,600

6. Review of expenditure

Previous Academic

2016/2017

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
PP children's writing skills improve in line with non PP children i.e. accelerated progress	Whole school focus on improvement of writing. CPD on writing and SPAG in order to ensure children have a good understanding	In writing 64% PP children made expected or better progress. Y6 in particular PP children made 89% expected or better progress. Combined reading, writing and maths the gap is closing from -53.1% to -7.2% FSM	Continue using this approach. Targeted support for writing has had a very positive impact.	£4500
PP children's reading improves in line with non PP children	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.	In reading 68% PP children made expected or better progress. Y1 and Y3 PP children 100% made expected or better progress. Y6 PP children made 77% expected or better progress.	Continue using this approach.	£13000
PP children's social and emotional skills improve in order to retain friendships, increase cooperation, and actively engage in their learning	Model/demonstrate Learning to Learn skills and social & emotional literacy	QCAs monitored and all PP children's scores have improved. Reduction in number of conflicts between children at playtime and lunchtime.	Continue using this approach. Ensure PP children who have a low score at start of year are supported.	£2000

Cost £19500

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
<p>PP children's reading improves in line with non PP children</p>	<p>1:1 support (Including ARCh reading)</p> <p>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.</p> <p>Project X Code</p> <p>Booster lessons for Y6</p> <p>Prepared activity packs for all new reception children – to encourage reading, mark making etc.</p>	<p>In reading 68% PP children made expected or better progress. Y1 and Y3 PP children 100% made expected or better progress.</p> <p>Increase in average reading age</p> <p>Y6 PP children made 77% expected or better progress.</p> <p>Laura data analysis</p>	<p>Continue using this approach.</p> <p>Prepared activity packs for all new reception children also extended to include 'take the toy home' with 2 children a week sharing what they have been doing with the toys. This will encourage children to share experiences at home and at school. Celebrate this through displaying photos etc.</p>	<p>£22500</p>
<p>PP children's social and emotional skills improve in order to retain friendships, increase cooperation, and actively engage in their learning</p>	<p>Employ additional Nursery Nurse in reception, to hold nurture groups/Spirals/Talk Boost</p> <p>Additional Lunchtime Supervisors to support children's emotional development</p> <p>Life Bus</p>	<p>QCAs monitored and all PP children's scores have improved.</p> <p>Reduction in number of conflicts between children at playtime and lunchtime. Children able to talk confidently about keeping themselves safe, in and out of school with minimal incidents of cyber bullying.</p>	<p>Continue using this approach. Ensure PP children who have a low score at start of year are supported.</p>	<p>£11600</p>

Cost £34100

lii Other				
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
PP children's social and emotional skills improve in order to retain friendships, increase cooperation, and actively engage in their learning	Dinosaur School Y1-Y3 Support through HSCLW, SENCo or other outside agencies.	Attendance of Dinosaur School was excellent, no parent dropped out and most attended at least 10/12 sessions. Teachers reported some improved behaviour of children and improved attitudes to learning. Y1-Y3 made 85.7% average progress in reading and 70% average progress in maths. Target PP children improved attendance by 0.5%. Parents reported that they found the sessions useful and informative.	Repeat Dinosaur School next academic year. Now all school staff are trained so can run it completely in house. Lessons learned from this year mean there will be some slight changes which will enable it to run more smoothly. HSCLW to work 4 days a week from September 2017 so will have greater impact in school	£3500
Families in need of additional support are able to access this through school. To improve PP children engagement in a wider range of activities to give different experiences.	Support through HSCLW, SENCo or other outside agencies. Payment for After School Care to ensure children can play with their peers safely	HSCLW and SENCo worked with 20 families on a number of issues. Intervention from school ensured at least 4 families did not meet the threshold for Social Care involvement.	Continue using this approach. HSCLW to work 4 days a week from September 2017 so will have greater impact in school.	£18000
Improvement in self – esteem of PP children and increased confidence for parents in managing their children's behaviours	Forest School and lunchtime Gardening Club Support through HSCLW, SENCo or other outside agencies.	PP children received specific Forest School sessions and they thoroughly enjoyed themselves and teachers reported improved self-esteem and confidence. Forest School opportunities were also used as inspirational ideas for writing. Y6 - 89% made expected or better progress in writing and maths.	Continue using this approach. HSCLW to work 4 days a week from September 2017 so will have greater impact in school.	£600
The attendance of PP children improves.	HSCLW Subscription to LA Attendance Officer	Overall attendance has improved from 95.46% to 96.2%. Overall attendance of PP children has improved from 93.59% to 94.2%. 0.61% increase. Attendance in Y2 to Y5 has increased	Continue using this approach. HSCLW to work 4 days a week from September 2017 so will monitor attendance and punctuality closely to enable any concerns will be dealt with speedily and robustly. Attendance Policy currently being revised. New initiatives introduced September 2017. Target year groups that have not improved.	£1000

To enable PP children to attend all trips	Payment of School Trips	All PP children had the opportunity to go on school trips, both residential and day trips enabling them real life experiences to draw upon for their writing etc.	Continue using this approach. All children with Pupil Premium will attend all trips.	£2000
All children are correctly dressed for school	Payment towards school uniform	All children have school uniform which meets the school regulations and ensures they feel included and part of the school community.	Continue using this approach.	£500
PP families are supported when necessary	Support through HSCLW, SENCo or other outside agencies.	HSCLW and SENCo worked with 20 families on a number of issues. Intervention from school ensured at least 4 families did not meet the threshold for Social Care involvement.	Continue using this approach. HSCLW to work 4 days a week from September 2017 so will have greater impact in school.	See above
Cost £25600				
Total Cost £79200				