

Pupil premium strategy statement Review 2021-2022

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.

Schools do not have to spend pupil premium so it solely benefits eligible pupils. They can use it wherever they identify the greatest need. Funding use is detailed in this statement. Not all pupils will receive all activities as we assign pupils the activities based on individual needs.

School overview

Detail	Data
School name	Boxgrove Primary School
Number of pupils in school	639
Proportion (%) of pupil premium eligible pupils	8% (49 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2019-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Alison Fitch and Rebecca Stacey (Co-Headteachers)
Pupil premium lead	Abi Rudall, Assistant Headteacher
Governor / Trustee lead	Adam Askew, Lead for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55, 712.00
Recovery premium funding allocation this academic year	£5, 655.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5, 276.04
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	£66, 643.04

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At Boxgrove Primary School we want every child to be the best that they can be. We take a whole school holistic, inclusive, evidence informed approach to tackling educational disadvantage. Every member of our team is responsible for tackling the disadvantage gap. We know that good academic progress and attainment open up life choices and opportunities to all our pupils. We invest in strategies and approaches to improve outcomes for our disadvantaged pupils. One of the key ways in which we achieve this is through our whole school Pupil Premium Champions model; all staff take responsibility for disadvantaged pupils' outcomes but our champions are important in ensuring that no child is left behind through their identified role within every year group, where they work closely with the class teachers to consider individual barriers to achievement and how these can be broken down. We want our disadvantaged pupils to experience the same degree of success in the classroom as their non-disadvantaged peers; we know this creates confident learners who seek out challenge and feedback and recognise that learning is a difficult process but that being challenged leads to great things. We encourage all our pupils to have a growth mindset; knowing that mistakes can help them to grow.

Any pupil who is at risk of underachievement is deemed to be disadvantaged. Our pupil premium strategy is therefore approached with a view to improving outcomes for all pupils who are at risk of underachievement, not just those in receipt of the funding. We know that this means different things for different pupils and therefore knowing our families really well and understanding the barriers that they face is critical to our work. We strive to adapt our teaching and curriculum to ensure that all learners can access the content, through a wide variety of high quality first teaching approaches and strategies because these are proven to have the greatest impact on closing the disadvantage attainment gap. We know that positive partnerships with our families drives success for our pupils and we will always seek to maintain and improve these.

Challenges

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

Challenge number	Detail of challenge
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1	Closing the progress and attainment gap between disadvantaged and non-disadvantaged pupils
2	59% of our disadvantaged pupils who have identified multiple barriers to learning (SEND/ EAL/pastoral concerns)
3	For some of our disadvantaged pupils, oral language development is a barrier to their progress.
4	For some of our disadvantaged families, there is lower parental engagement with the school and the pupils' learning needs. Disadvantaged families do not always wish to identify themselves for pupil premium funding despite encouragement from school.
5	Some of our disadvantaged pupils have limited cultural capital due to financial constraints, which evidence shows impacts negatively upon their life chances
6	Observations, discussions and surveys indicate that some disadvantaged families have poorer mental health and wellbeing than the majority of their non-disadvantaged peers
7	Whilst whole school attendance data is very good, there is some disparity between persistent absence and general absence rates of disadvantaged and non-disadvantaged pupils.

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	Irrespective of background or challenges faced, all pupils make good progress and achieve high attainment	High Quality First Teaching approaches identify barriers early on and through diagnostic assessment (use of hinge questions, quizzes, immediate informal checks, feedback and same day intervention) enable staff to plan effectively for individual needs so that all pupils are able to be successful and no child is left behind. <i>How will we measure this?</i> Staff will use a wide range of sources of evidence (data, pupil progress meetings, discussions with other staff, observations, surveys, parent meetings) to evaluate the impact of approaches chosen, on pupils' progress and attainment.
2	Pupils with multiple barriers to learning make progress and attain to a level in line with or above their non-disadvantaged peers because staff understand their barriers and put in the right support at the right time	High Quality First Teaching: Evidence-based Interventions specifically chosen to address barriers to learning are used to enable children to make good progress and achieve highly. Staff will promptly identify when interventions are not suitable based on an excellent understanding of individual pupils' needs. <i>How will we measure this?</i> Staff will use observations, discussions and data to evaluate the impact of interventions.
3	Disadvantaged pupils' develop good oral language skills and a high level of	Use of a new tool (Wellcomm Speech and language toolkit) to assess and deliver intervention

	vocabulary throughout the school in line with that of their peers	<p><i>How will we measure this?</i></p> <p>Outcomes of Wellcomm assessment. Outcomes in Early Years for communication in language and end of Key Stage 1 data.</p>
4	Parental engagement of parents of disadvantaged pupils' is high in all cases	<p>Parents/Carers high engagement with school results in better outcomes for pupils.</p> <p><i>How will we measure this?</i></p> <p>Whole school Parent/Carer surveys, discussions, attendance at pupil progress meetings, engagement with home learning tasks (Seesaw/Tapestry/TT Rockstars), showing interest in their child's wellbeing and achievements, responsive to suggestions from school to support their child, speak positively about the school, are keen to take part in the life of the school</p>
5	Building disadvantaged pupils' cultural capital (the essential knowledge that children need to prepare them for their future success) by offering a variety of trips, visitors and experiences across the school	<p>Pupils' have fair and equitable access to our extra-curricular offer (including clubs, trips and activities). Pupils' individual talents are identified and where there are known barriers to these interests being pursued, staff take action to try and address these, which may include financial support to engage in activities.</p> <p><i>How will we measure this?</i></p> <p>Pupil premium pupils' attendance at extra-curricular activities/trips/residentials is monitored termly to ensure equal access. Where pupils are not accessing anything, parents/carers are contacted to discuss any barriers to attendance and what might be available to suit their child's interests.</p>
6	The mental health and well-being of disadvantaged families is improving	<p>Pupils demonstrate emotional intelligence and resilience when faced with challenges. Pupils enjoy coming to school and are confident to contribute in lessons.</p> <p><i>How will we measure this?</i></p> <p>Through observations, pupil surveys and pupil focus groups, Through Team around the Family meetings and through our mental health champion status.</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: £15,471

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Continued Professional Development – training on provision for disadvantaged pupils for teachers, Pupil Premium Champions, ECTS, SCITTS	School-based evidence: Quality of teaching is one of the most important factors in improving outcomes. Teachers who feel well informed about are better equipped to deliver high quality first teaching.	1, 2
2. Pupil Premium Champions and Pupil Premium Plans	EEF: The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. School-based evidence: helps pupils to keep up in school by working with class teachers to identify individual barriers and plan for how to break these down to enable pupils to make progress.	1-7
3. Progress and attainment monitoring of disadvantaged pupils- AHT role	School-based evidence: Detailed analysis of data is important in identifying gaps early on and looking at ways to address these so that no child is left behind.	1

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

Budgeted cost: £6069

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Intervention Teacher Year 5 and Year 6 to allow teaching in differentiated smaller groups	EEF: Reducing class size has small positive impacts of +2 months on average.	1, 3

<p>2. Purchase of the Wellcomm programme to assess needs as identified in Years R-6</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>WellComm is a speech and language toolkit for up to 6 years old. It screens language skills and if intervention is required, it provides a Big Book of Ideas to move children forward. This intervention cites clear evidence of impact on progress.</p> <p>EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress</p>	<p>1, 3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,103.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Home-School Link Worker Role to support identified pupils and families and offer ELSA work to identified pupils (x 2 members of staff), support young carers</p>	<p>EEF: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps</p> <p>School based evidence (impact reports) demonstrates clear impact on the mental health and well-being of families, their improved ability to access essential services and have their basic needs met and their ability to meet their child's needs</p> <p>Pupils' engagement in lessons, their confidence and engendering a love of learning is improved</p>	<p>1, 4, 5, 6, 7</p>
<p>2. Attendance monitoring – AHT role</p>	<p>Newly identified given the disparity between disadvantaged/non-disadvantaged data on persistent absence and the need for the Lead on PP to also lead on this area to ensure continuity</p> <p>School-based evidence: close work with families in the past regarding attendance has resulted in improved attendance</p>	<p>7</p>
<p>3. Access to our extra-curricular offer: swimming (100% payment), trips (50% payment) residentials (100% payment)</p>	<p>Building disadvantaged pupils' cultural capital (the essential knowledge that children need to prepare them for their future success) by offering a variety of trips, visitors and experiences across the school</p>	<p>4, 5, 6</p>
<p>4. Uniform Offer-50% off a bundle of</p>	<p>School-based evidence: Parents at our school report that this has taken the</p>	<p>4, 6</p>

<p>Boxgrove branded uniform once per academic year, per child (1x sweatshirt or cardigan, 1 x polo shirt, 1 x house zoodie, 1 x PE shorts, 1 x PE t-shirt)</p>	<p>pressure off some of their financial concerns and in turn has had a positive impact on the mental health and well-being of their families</p>	
<p>5. Lunchtime Hub KS1, KS2 and nurture group for identified pupils</p>	<p>School-based evidence: Staff regularly report the positive impact of the hub on pupils' performance in the classroom and upon their reintegration to the playground</p>	<p>1, 6</p>

Total budgeted cost: £66, 643.04

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 2021 to 2022 academic year. This year (July 22) we had an NPQH Student conduct a project on our pupil premium provision and produce a report to reflect the findings. This review draws upon the findings from the review as one source of evidence.

Teaching

1. Continued Professional Development

Staff interviewed through the Pupil Premium project were able to articulate the Pupil Premium Strategy through training delivered by the AHT responsible for leading Pupil Premium. Some staff were more confident to articulate this than others. CPD ensured that all staff were aware of the Pupil premium Strategy.

Lessons learned: Continue with this provision. CPD yearly for all staff. AHT to deliver the new Pupil Premium Strategy in January every year. Conduct yearly review of sample of staff (representing different groups across the school) to establish their ability to articulate and understand the pupil premium funding and our aims for Boxgrove pupils.

2. Pupil Premium Champions and Pupil Premium Plans

During the Pupil Premium Project and through regular discussions between staff and the senior leadership team, all stakeholders were able to clearly articulate the barriers that individual pupils were facing. They were able to articulate the measures that they have put in place in order to support pupils with overcoming their barriers (e.g. interventions, conversations with parents/carers, increased exposure to wider provision).

Lessons learned: Teachers and Teaching Assistants worked well to implement interventions to support pupils' needs. Pupil Premium plans ensured that staff were held accountable for supporting the needs of these pupils. Interventions put in place to be evidence based only (either school or EEF) and measured more systematically.

3. Progress and attainment monitoring of disadvantaged pupils- AHT role

The Pupil Premium project concluded that frequent monitoring has ensured that Pupil Premium pupils remain a priority for all stakeholders and teachers are held to account. Pupil Premium plans show that interventions have been swiftly put into place to break down individual barriers.

Year 6 (7 pupils) Teacher assessment data: reading exp+ attainment 71%, writing exp+ attainment 57%, maths exp+ attainment 43%

The Senior Leadership Team conducted an analysis of the Year 6 Pupil Premium data (inclusive of 7 children) and the support that they had received and identified the following: 1 pupil was one

mark off expected in reading SATS paper, 3 pupils demonstrated greater depth writing in the no more marking activity but there was not sufficient evidence for moderation of working at this level in class, All pupils received additional support (this included a target greater depth maths group, additional targeted greater depth reading one to one, a reading intervention, small maths booster group and a target greater depth writing group)

Whole school PP Years 1-6 2020-2021 (38 pupils) Teacher assessment data Reading exp+ attainment 58%, writing exp+ attainment 45%, maths exp+ attainment 45%

Whole school PP Years 1-6 2021-2022 (44 pupils) Teacher assessment data Reading exp+ attainment 61%, writing exp+ attainment 41%, maths exp + attainment 45%

Lessons learned: Continue with regular monitoring and Pupil Premium plans as this has ensured that teachers are supported with identifying correct provision to support pupils to overcome barriers/achieve attainment targets. AHT to work alongside class teachers to review common errors in Autumn term tests for maths and English for Pupil Premium children and use this information to inform planning for whole class and intervention teaching which will address gaps. AHT to conduct an information finding exercise to establish interventions that have been the most successful for pupils in Years 1-5. Year 6 pupils to have one to one, one to two and one to three intervention teacher sessions to include opportunities to address gap analysis in addition to the other interventions listed above. Pupil Premium children to have intervention with the intervention teacher for at least one term.

Targeted academic support

1. Intervention Teacher Year 5 and 6 to allow teaching in differentiated smaller groups

40% of pupils taking part in this intervention made expected + progress. 89% of pupils attained expected + in Maths, 56% of pupils attained expected + in writing and 83% of pupils attained expected + in reading.

Lessons learned: This intervention has had a positive impact on progress and attainment. Whilst some pupils did not make as much progress as expected, they were able to maintain and remain at the level they had entered at. Without this intervention some of these pupils would not have been able to maintain this. Whilst not always reflected in the data, all pupils made progress from their starting points. Writing remains a focus on our school development plan. We will continue with this intervention next year with a focus on English and Maths.

2. Purchase of the Wellcomm programme to assess needs as identified in Year R-6

The Wellcomm assessment was purchased only for Years R-1 in order to establish whether this intervention impacted progress enough to roll out to Years 2-6. The Pupil Premium project concluded that pupils were swiftly identified for the intervention. Pupils displayed marked improvement in spoken language. The final evaluation of the intervention took place in July 22 (pupils were assessed in 9 areas) and indicated the following:

100% of Year R pupils who took part in the intervention made progress from their starting points and by July had achieved all 9 assessment points meaning they no longer required the intervention.

89% of Year 1 pupils who took part in the intervention made progress from their starting points and by July had achieved all 9 assessment points meaning they no longer required the intervention. One pupil was identified as having additional needs and is now on a Special Educational Needs support plan.

Lessons learned: The intervention has had a very clear impact on progress of oral language skills for those pupils identified to take part. Continue to identify pupils early on and purchase this assessment in the next funding round for Years 2-6.

Wider strategies

1. Home-School Link Worker role to support identified pupils and families, offer ELSA work to identified pupils (x2 trained members of staff) and to support young carers

Case studies and conversations with pupils and parents showed a marked improvement in pastoral outcomes. Provision for pupils and families has included; The Big Life Journal, motivational sticker charts, Young Carers activities, uptake on parenting courses, Happy Journals completed with pupils, friendship groups, support for separation anxiety, ASD course for pupils and parents and referrals to CAMHS. Social services reports recognise excellent support for families resulting in positive outcomes.

Lessons learned: our Home-School Link Worker continues to have a significant positive impact on outcomes for families and this is a fundamental role in recognising and supporting the barriers that disadvantaged families face. Continue with this provision.

2. Attendance monitoring

The AHT responsible for Pupil Premium has led on attendance this year as there is a disparity between persistent absence for eligible and non-eligible pupils. This has resulted in links being made between knowledge of pupil premium families within the two different roles. Swift action has been taken to address persistent absence through meetings with the Surrey Inclusion lead (careful analysis of data) and meetings with families. Letters have been written if absence has continued to present an issue. In cases where a meeting has taken place, there has been an improvement in attendance for these pupils.

Lessons learned: This is a critical role for ensuring attendance is carefully monitored and actioned. Continue with this role.

3. Lunchtime Hub Provision

Pupils identified to attend the lunchtime hub have been supported to develop key skills in playing and cooperating with other children. Many pupils have accessed the hub for short periods of time and have learnt skills which allow them to have enjoyable playtimes and communicate effectively with others. There has been clear improvement in behaviour of pupils who attend the

hubs, both in and out of school reported by staff and parents. Mental health and behaviour training has been provided to staff working in the hub to ensure they have strategies to support pupils. Pupil voice demonstrates an improvement. The AHT responsible for Pupil Premium monitors the hub provision and provides coaching for staff. There is a clear procedure for staff to make a referral to the hub for a child.

Lessons learned: Hub continues to have a significant impact on the pastoral needs of pupils across the school. Continue with this provision.

3. Access to our extra-curricular offer

An increase in the allocated funding has allowed more pupils to access a wider range of extra-curricular activities. We continue to give priority to disadvantaged pupils for clubs where bursary places are offered. We also continue to find out from families through progress meetings and through our home school link worker if there are particular activities of interest to disadvantaged pupils and any barriers to attending that we can support. This year three pupil premium pupils (for whom science was a particular interest) were given the opportunity to attend a 'Spectacular Science' event on three different occasions. The pupil premium lead and teacher were also in attendance. Boxgrove pupils were highlighted by the organisers as being particularly confident to share their ideas and demonstrated good scientific knowledge. After the event pupils spoke very positively and excitedly about this extra-curricular opportunity. As a result, they were given the opportunity, along with other pupil premium pupils to try a new resource- playground science. This led to great engagement with scientific themes and the opportunity to initiate their own learning. Current uptake of clubs- Autumn term 2022 pupil premium 53% of pupils attending one or more extra-curricular activities.

Lessons learned: continue with this provision and continue to increase clubs available through the new role of the Sports Administration Assistant. As part of this role, the Sports Administration Assistant will monitor the attendance of disadvantaged pupils at extra-curricular activities and explore the types of clubs that pupils would still like to be offered. Continue to offer card-trading club (new this year) as large proportion of Pupil Premium children have chosen to attend this club (8 pupils). Pupil Premium lead to liaise with the organisers of Spectacular Science to look at the possibility of offering this to a greater number of pupil premium children. Playground science to be linked with improving provision at lunchtimes so that a greater number of pupils have the opportunity to use these resources.

4. Uniform Bundle

The discounted uniform bundle was offered to all pupil premium families. 23 pupil premium children's families took up the offer of a 50% off bundle of Boxgrove badged uniform. Families continue to report to us that this lessens the financial burden on their families and the impact on well-being is very positive. We know that school uniform is important in ensuring a common identity to act as a social leveller.

Lessons learned: continue to make this offer through pupil premium funding. Ensure that there is a cut off point for ordering for each academic year (3 weeks before the end of the summer term)

to avoid anyone missing the opportunity to receive this benefit ready for the new academic year. Continue to send out a letter in September reminding families of our financial package and in addition send another letter in the first half of the summer term.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

NB: These items support disadvantaged pupils but are not funded through pupil premium funding

Boxgrove Learning Champions- Year 6 pupils work with some of our disadvantaged pupils from Years R-4 to support them with an area of learning that they are finding challenging (As identified and supported by the class teacher). School-based evidence is from staff reports that this opportunity is of high value in building the child's confidence and self-esteem in the identified subject and for them to contribute more readily during lessons.

EEF- Peer tutoring approaches have been shown to have a positive impact on learning- Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.

Writing Intervention and follow up work in class- teacher appointed through catch up funding to target pupils who we anticipate can reach the expected level in writing with additional support

EEF- on average one to one tuition is very effective at improving pupil outcomes. Tuition is more likely to have an impact if it is additional to and linked with normal lessons.

EEF- small group tuition has an average impact of 4 months additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.

School-based evidence: Data from writing groups has been mixed but has clearly has a positive impact on progress and attainment for those who accessed the tuition from home during lockdown in addition to the tuition in school. However, the data is not reliable given the interruptions caused by the pandemic.

Oral language approaches to include: Elements of the Word Aware approach, NELI approach, targeted reading aloud and book discussion, explicitly extending pupils' spoken vocabulary, use of structured questioning to develop reading and comprehension, use of purposeful and curriculum focused dialogue and interaction

EEF- On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development

High Quality Early Years Provision- Continue to develop the ABC approach and changes to the Early Years classroom and outdoor environment.

Provision of Technology for home learning where families have notified us that this is a barrier or pupils' have talked about this in school. Some pupils who we have provided technology to (Kindle Fire or laptop) have accessed home learning more readily than when they did not have access. AHT to liaise with class teachers to monitor those not accessing home learning at all and establish if this is parental choice or if there is a barrier to access that we may be able to resolve.

Community Café- aims to support families by promoting the benefits of socialising for positive mental health and well-being. The long-term aim is for the café to be developed as a community hub (Bhive) which will offer outreach opportunities to support families. We aim to re-open and re-launch in 2022.

Financial support through the hardship fund- where families have notified us of self-identified financial constraints through SLT calls and meetings. This may include but not be limited to extra-curricular activities, resources to support learning, provision of items to ensure basic needs are met. From January 2022, we will offer £50 per term towards the cost of extra-curricular activities on a case by case basis and upon application to the school (application on school website) with the option to meet with a school leader if a family feels they would like to discuss this further.

School-led Tutoring- Engaging with the national tutoring programme to provide school-led tutoring for pupils identified through termly pupil progress meetings with the SLT.

EEF- small group tuition has an average impact of 4 months additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.

Feedback to pupils- Providing feedback to individuals on their learning and learning behaviours, ensuring that both successes and challenges are shared with pupils to guide them in how to continue to make progress.

EEF- Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies; it provides specific information on how to improve.