

Pupil premium strategy statement 2022-2023

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.

School overview

Detail	Data
School name	Boxgrove Primary School
Number of pupils in school	647
Proportion (%) of pupil premium eligible pupils	7.6% (49 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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	£73,935
Recovery premium funding allocation this academic year	£2272.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£76,207

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
1	Closing the progress and attainment gap between disadvantaged and non-disadvantaged pupils
2	66% of our disadvantaged pupils have identified multiple barriers (one or more in addition to PP) 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 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	<p>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.</p> <p><i>How will we measure this?</i></p> <p>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.</p>
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	<p>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.</p> <p><i>How will we measure this?</i></p> <p>Staff will use observations, discussions and data to evaluate the impact of interventions. The SENCO will work with the AHT to measure impact of interventions.</p>

3	Disadvantaged pupils' develop good oral language skills and a high level of vocabulary throughout the school in line with that of their peers	Use of a new tool (Wellcomm Speech and language toolkit) to assess and deliver intervention <i>How will we measure this?</i> Outcomes of Wellcomm assessment. Outcomes in Early Years for communication in language and end of Key Stage 1 data.
4	Parental engagement of parents of disadvantaged pupils' is high in all cases	Parents/Carers high engagement with school results in better outcomes for pupils. <i>How will we measure this?</i> Parent/carer surveys, discussions, attendance at pupil progress meetings, engagement with home learning tasks (Seesaw//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
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	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. Please see the *Boxgrove Hardship Fund policy for further information. <i>How will we measure this?</i> Pupil premium pupils' attendance at extra-curricular activities/trips/residential 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.
6	The mental health and well-being of disadvantaged families is improving	Pupils demonstrate emotional intelligence and resilience when faced with challenges. Pupils enjoy coming to school and are confident to contribute in lessons. <i>How will we measure this?</i> Through observations, pupil surveys and pupil focus groups, Through Team around the family meetings and through our mental health champion status.

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: £14,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – training on provision for disadvantaged pupils- 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
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 classteachers to identify individual barriers and plan for how to break these down to enable pupils to make progress	1-7
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: £12,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention Teacher Year 5 and Year 6	Year 5 Intervention teacher- reduce class size to 4 groups across 90 pupils for some English and Maths lessons. Year 6 Intervention teacher- working on a ration of either 1 adult to 1 pupil, 1adult to 2 pupils or 1 adult to 3 pupils EEF: Reducing class size has small positive impacts of +2 months on average.	1-3
Purchase of the Wellcomm programme for Age 6+	Oral language interventions can have a positive impact on pupils' language skills.	1-3

	<p>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 6-11 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>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £49,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home-School Link Worker Role to support pupils, families, offer ELSA work (x 2 members of staff), support young carers	<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) demonstrate clear impact on the mental health and well-being of families, their improved ability to access essential services and have their basic needs met, their ability to meet their child's needs</p> <p>Pupils' engagement is lessons, their confidence and engendering a love of learning is improved</p>	1, 4, 5, 6, 7
Attendance monitoring – AHT role	<p>Newly identified given the disparity between disadvantaged/non disadvantaged data on attendance 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>	1, 7
<p>Access to our extra-curricular offer: swimming (100% payment), trips (50% payment), residential (100% payment)</p> <p>Pocket money for Year 6 Fiver Challenge (£3 per child)</p> <p>Year 6 Leavers package: includes Hoodie, leavers book, children's party,</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>Please see the *Boxgrove Hardship Fund policy for further information.</p>	4, 5, 6

parents party (50% payment of each item) £60 per child		
Uniform Offer-50% off bundle of Boxgrove badged uniform	School-based evidence: Parents at our school report that this has taken the pressure off their financial concerns and in turn has had a positive impact on the mental health and well-being of their families. Please apply by completing the * Hardship Grant Application form to provide information regarding requirements.	4, 5, 6
Lunchtime Hub KS1, KS2 and nurture group	10-week intervention 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	1, 3, 6
Boxall Profile Tokens	Assessment and intervention to identify and address barriers associated with attachment difficulties and to implement nurture strategies.	2

Total budgeted cost: £ 76,207

* A paper copy of the school's Hardship Fund Policy and Grant Application Form can be obtained via the School Office.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This section will detail the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. This will be completed by 31st December 2023.

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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.

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.

6-Bricks Writing Intervention, support for reading and writing intervention to target pupils to reach greater depth - teacher appointed through catch up funding to target pupils who we anticipate can reach the greater depth 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

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 classteachers 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. In the summer term 2022, The Senior Leadership Team developed a new hardship policy to improve the way in which we allocate support to families in financial hardship.

School-led Tutoring- Engaging with the national tutoring programme to provide school-led tutoring for pupils in Year 4 identified as needing support in English and Maths (20-week program)

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.