

## Pupil premium strategy statement Review 2023-2024

This statement details our school's use of pupil premium 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	56 pupils
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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	£ 88915
Recovery premium funding allocation this academic year	£ 2272
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 91, 187

# 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. Support for Pupil Premium children will be a priority agenda item during teacher planning sessions and pupil progress meetings. 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.

<b>Challenge number</b>	<b>Detail of challenge</b>
<b>1</b>	Closing the progress and attainment gap between disadvantaged and non-disadvantaged pupils

<b>2</b>	38% of our disadvantaged pupils have identified multiple barriers (one or more in addition to PP) to learning (SEND/ EAL/pastoral concerns)
<b>3</b>	For some of our disadvantaged pupils, oral language development is a barrier to their progress.
<b>4</b>	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.
<b>5</b>	Some of our disadvantaged pupils have limited cultural capital due to financial constraints, which evidence shows impacts negatively upon their life chances
<b>6</b>	Observations, discussions and surveys indicate that some disadvantaged families have poorer mental health and wellbeing than the majority of their non-disadvantaged peers
<b>7</b>	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.

	<b>Intended outcome</b>	<b>Success criteria</b>
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> 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> 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	<p>Use of a new tool (Wellcomm Speech and language toolkit) to assess and deliver intervention</p> <p><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.</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> 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</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 extracurricular 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 <a href="#">click here</a> to view our Hardship policy for further formation.</p> <p><i>How will we measure this?</i> Pupil premium pupils' attendance at extracurricular 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.</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>
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## 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: £10, 748

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Training on provision for disadvantaged pupils-refresher training for all staff, training for Pupil Premium Champions; through coaching and mentoring approach and new to role training, introductory training for ECTS, SCITTS High Quality First Teaching- Inclusive Classroom training and Walkthrus training	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 and EAL Champions roles	<p>EEF: The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>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.</p>	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: £27, 317

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention Teacher Year 2 – 2 hours per week 2 out of 3 weeks rota to support disadvantaged pupils in English and Maths.	EEF: Reducing class size has small positive impacts of +2 months on average.	1-3
Training staff for and the delivery of the Wellcomm intervention	Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. 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. EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress	1-3

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

Budgeted cost: £54, 670

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	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.  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.  Pupils' engagement in lessons, their confidence and engendering a love of learning is improved.	1, 4, 5, 6, 7

Attendance monitoring – AHT role	Link between PP Lead role and Attendance Lead due to recognised disparity between disadvantaged/non-disadvantaged data on attendance School-based evidence: close work with families in the past regarding attendance has resulted in improved attendance.	1, 7
Access to our extracurricular offer: swimming (100% payment), trips (50% payment), residential (100% payment) Pocket money for Year 6 Fiver Challenge (£3 per child) Year 6 Leavers package: includes Hoodie, leavers book, children’s party, parents party (50% payment of each item) £60 per child	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. Please <a href="#">click here</a> to view our Hardship Fund policy for further information.	4, 5, 6
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. Please <a href="#">click here</a> to access the form.	4, 5, 6
Lunchtime Hub KS1	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: £91,187 Total cost: £92, 735**

\* 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 2023-2024 academic year. This will be completed by 31 December 2024.

<p>CPD Training on provision for disadvantaged pupils- refresher training for all staff, training for Pupil Premium Champions; through coaching and mentoring approach and new to role training, introductory training for ECTS, SCITTS High Quality First Teaching- Inclusive Classroom training and Walkthrus training</p>	<p>At the beginning of the year, we shared our whole school pupil premium strategy with all staff and gave them the opportunity to ask questions. This has enabled staff to understand how we are using the pupil premium funding to support pupil progress and has enabled teachers to know what additional support and strategies they can draw upon to ensure pupil premium children get the support that they need to make progress. This has been evident through conversations with staff, through questions that staff ask about pupil premium children and through safeguarding reporting. We will continue to run refresher training for staff next year in how to support PP pupils effectively.</p> <p>The SENCO and AHT PP lead led training on the inclusive classroom approach and the ordinarily available provision. Learning walks by leaders and external visitors, including OFSTED, recognised the impact of this evidenced by the fact that all pupils were included in the classroom and very well supported to make progress. The report from our school improvement advisor cites, 'Careful thought is given to how often and how long a child accesses an area outside the classroom with high expectation that children are in class as much as possible...Boxgrove is a special school where children clearly thrive. Staff go over and above to make sure every pupil is given the opportunity to succeed and enjoy school and develop their true potential'. Our OFSTED report states, 'Ambition for all is central to the school's curriculum...The school focuses on developing every pupil as an individual. This includes personally and socially as well as academically'.</p>
<p>Pupil Premium and EAL Champions roles</p>	<p>When we introduced the role of PP and EAL champions, the aim was to raise the profile of these pupils in school to ensure that no child was left behind and that the right provision was in place for them. We have been using this</p>



	<p>model for several years now. As a result, staff now have an excellent understanding of not only our planned provision for all disadvantaged pupils but how to support pupils effectively in the classroom using the inclusive classroom approach. Staff confidence and a view that every adult is a champion for disadvantaged pupils has meant that we have not needed to use this model because year groups know their children and families really well. Staff employ a wide range of strategies, demonstrate flexibility in their approaches to disadvantage and promptly seek support and advice from the senior leadership team if they are concerned.</p>
<p>Progress and attainment monitoring of disadvantaged pupils- AHT role</p>	<p>The AHT has reviewed PP data termly and had regular conversations with staff about how to support pupils to make progress. We continue to have a high proportion of PP pupils with additional barriers to learning. These pupils are high priority to discuss at pupil progress meetings with teachers and plan for further support. The maths lead analysed data for PP pupils and advised on specific strategies to support these pupils as a result of our analysis of data last year.</p> <p>Whole school PP data end of summer term 2024 (52 pupils):  Maths Exp+ 35%/GD 8%  Reading Exp+ 46%/GD 10%  Writing Exp+ 29%/GD 4%.</p> <p>Interventions/strategies used to support pupils this year are wide ranging and include the following: individualised rewards to motivate, daily individual reading with an adult, regular individual zones of regulation check ins, 1:1 phonics work, now and next boards, individual timetables, support for oral language development through modelling language individually, visual prompts, small group work, attendance at lunchtime hub, word mats to support writing, additional reading sessions with the librarian, individual maths support through Plus 1/Power of 2, task tick sheets, ELSA club, individual support for handwriting, TT Rockstars additional sessions, brain breaks, vocabulary groups for individual subjects, Brioche club, 1:1 conversations to support development of social skills, laptop to use in class for writing, Doodle maths, meditation time and breathing exercises, sensory diet</p>

	<p>activities, allotment club, EBSNA 1:1 strategies and adjustments, LBQ maths and science.</p> <p>Year 6 SATS PP SATS results (9 pupils- 4 SEND, 2 EBSNA, 1 EAL)  Reading Exp + 33% (3 pupils)  Writing Exp + 33% (3 pupils)  Maths Exp +22% (2 pupils)  SPAG Exp + 22% (2 pupils).</p> <p>Interventions used to support these pupils were as follows: early morning maths sessions, use of Learning by Questions program in small groups, comprehension work in small groups, access arrangements for SATs, EBSNA strategies e.g. soft start to the day, catch-up handwriting group.</p> <p>Reading, writing and maths will all form part of our school development plan for the whole school and will be reviewed regularly by the senior leadership team and governors. We will continue to closely monitor our PP data as part of our pupil progress meetings with teachers to continue to close the gap between disadvantaged and non-disadvantaged pupils. We will employ some new strategies which are detailed on our pupil premium strategy document 2024-2025.</p>
<p>Intervention Teacher  Year 2 – 2 hours per week 2 out of 3 weeks rota to support disadvantaged pupils in English and Maths</p>	<p>After undertaking further assessments, it was decided that the pupils in this group needed more support with maths (in particular building confidence and developing concentration skills) and so this would be the focus for the intervention. 8 pupils (6/8 were pupils with SEND) took part in the intervention and 7/8 pupils were significantly more confident in their attitude towards maths and their ability to focus, observed by all staff within the year group. This meant that 4/8 pupils also made significant progress in their understanding of basic maths skills. All pupils made progress from their starting points.</p>
<p>Training staff for and the delivery of the Wellcomm intervention</p>	<p>This year we prioritised training so that we had staff across the school trained to deliver it the following year. 8 members of staff were trained to deliver the Wellcomm intervention and this will be delivered next year. Furthermore, for many pupils it was more appropriate developmentally to employ ELSA strategies before embarking on the Wellcomm assessment.</p>

<p>Home-School Link Worker Role to support pupils, families, offer ELSA work (x 2 members of staff), support young carers</p>	<p>The HSLW and ELSA roles provide invaluable and significant support to our disadvantaged pupils. This year, disadvantaged pupils have benefitted from a really wide range of strategies to support their mental health and wellbeing and these continue to have a significant impact on their ability to access learning, as reported by pupils themselves, staff and families. 30 pupils have benefitted from ELSA 1:1 sessions where they have learnt about strategies to manage their anxiety and have been able to employ them outside of these sessions. We have a large number of Young Carers and they have benefitted from a wide variety of trips and activities that encompass a range of cultural, team and outdoor activities such as trips to Surrey Hills Outdoor Learning farm, theatre trips, art and cookery workshops. These impact very positively on the children, evidenced by the way they behave and talk about these events. Pupils who have experienced bereavement have taken part in a group called Rocks, Pebbles and Gems once a month. The HSLW and ELSA have organised Barnardo's charity to come in and work with pupils with ADHD, provide anxiety workshops for families and support from our Primary Mental Health Worker for individual pupils. Our HSLW is also a DDSL and supports families through leading the TAF model. The HSLW has publicised parenting courses and foodbank offers via email and provided regular parenting advice to families in person, via email and on the phone. Pupils have also benefitted from Learning Space support and a worker from the Matrix. In addition, the HSLW has completed referrals to the foodbank, collected and delivered parcels to homes including vouchers and Christmas gifts. 15 pupils have attended the brioche club this year and this has supported them hugely to make a successful transition to the classroom.</p>
<p>Attendance monitoring – AHT role</p>	<p>Attendance data was scrutinised half-termly and where there was persistent absence, this was actioned promptly through our attendance policy processes. Our careful scrutiny of data meant that poor attendance was caught early and actions were taken. Where meetings with parents took place, attendance improved. Our investment in prioritising building relationships with parents/carers was the key to the improvements we made to pupil attendance. Our large pastoral team ensures that no child</p>

	<p>is missed through regular meetings. EBSNA training has been completed by additional members of the leadership team and this will be rolled out to the wider team next year. We have used this approach with some pupils who are persistently absent linked to emotionally based non-attendance. The impact of this at this stage is variable due to more members of staff requiring training to fully understand the approaches. Where the EBSNA materials have been most effective has been through a bespoke approach based on the individual pupils' needs. For example, where pupils' have struggled to separate from their parent/carer we have asked the parent/carer to leave but return later and this has enabled the child to remain in school and be regulated when their parent/carer returns. The most up to date figures for attendance show that the attendance of PP pupils is improving and the gap between PP and non-PP attendance is beginning to decrease. 72% of PP pupils have no attendance concerns. For PP pupils where attendance is lower, the reasons for this are linked to mental health needs, family needs and illness and actions continue to be taken to improve attendance for these pupils.</p>
<p>Access to our extracurricular offer: swimming (100% payment), trips (50% payment), residential (100% payment) Pocket money for Year 6 Fiver Challenge (£3 per child) Year 6 Leavers package: includes Hoodie, leavers book, children's party, parents party (50% payment of each item) £60 per child</p>	<p>9 families were supported with swimming payments, 4 families were supported with trips/residential, 17 families were supported with membership to clubs/extra-curricular activities. We will continue to offer this as we know that for many of our families, this support is invaluable in ensuring we build opportunities to increase pupils' cultural capital and for families to know that they can access support if they are financially challenged.</p>
<p>Uniform Offer-50% off bundle of Boxgrove badged uniform</p>	<p>14 families were supported with the cost of uniform. We will continue to offer this given the increasing rise in the cost of living. In addition, we have reviewed our uniform policy and have removed the need for PE shorts to be branded.</p>
<p>Lunchtime Hub KS1</p>	<p>9 pupils attended the KS1 hub regularly this year and benefitted from well-planned play activities where members of staff were observed by the senior leadership team to have formed excellent relationships with the children to enable them to be successful. As a result, and with the addition of the development of OPAL provision on the playground, 8 of these pupils are now accessing the playground</p>

	happily and successfully without the need to attend the lunchtime hub. We will continue with this intervention in KS1 but will change this to an outdoor provision to reflect the outdoor nature of whole school playtimes.
Boxall Profile Tokens	We did not use any of the Boxall profile tokens this year because we made the decision to embark on the National Nurturing Schools Programme and wanted staff leading the project to undertake the training before rolling out the Boxall Profile as key element of the programme. This will form an intrinsic part of our strategy next year.

## 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.

**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 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 which will offer outreach opportunities to support families.

**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.