

## Part B: Pupil Premium Strategy Review of outcomes 2024-2025

This document will detail the impact that our pupil premium activity had on pupils in the 2024-2025 academic year. This will be completed by 31 December 2024.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5, 550

<p>CPD Training on provision for disadvantaged pupils- refresher training for all staff, introductory training for ECTs, SCITTS</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 and attendance reporting. We will continue to run refresher training for staff next year in how to support PP pupils effectively.</p>
<p>High quality first teaching- Walkthrus training and delivery</p>	<p>Walkthrus are a high quality first teaching approach that has continued to be delivered across all year groups this year. Staff meetings were delivered to class teachers focussing on signal-pause-insist, knowledge organisers and live modelling. Senior leaders conducted phase meetings to give staff the opportunity to reflect on the use of Walkthrus and resolving potential challenges. In addition, staff were provided with an information booklet and a poster to display in classrooms detailing each approach. Senior leaders conducted drop in observations providing feedback to staff and our Surrey local advisor for Walkthrus carried out a learning walk with senior leaders, providing feedback on what should be the next area of focus. The impact of actions taken has resulted in consistency in the approach to Walkthrus across the school resulting in pupils readily accessing Walkthru approaches with confidence. This has improved engagement and participation in learning. Both our school improvement advisor and OFSTED inspectors commented on the consistent use of Walkthrus across the school. We will</p>

	<p>continue to embed the Walkthrus next year and will introduce new Walktrhus to staff. We will monitor the use of these and their impact on learning throughout the year.</p>
<p>Progress and attainment monitoring of disadvantaged pupils- AHT role</p>	<p>The AHT has continued to review 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 AHT work very closely with the SENCO and HSLW to review the support for disadvantaged pupils. The AHT has reported to governors on the PP strategy and data. Our most recent OFSTED inspection (June 2025) highlighted that 'the school is ambitious for every pupil' and 'Leaders work hard to remove barriers so all pupils, including those who are disadvantaged, can take part'.</p> <p>Whole school PP data end of summer term 2024-2025 outcomes:</p> <p><u>End of KS1</u>  Maths Exp+ 11%  Reading Exp+ 33%  Writing Exp+ 33%</p> <p><u>End of KS2</u>  Maths 55%  Reading 64%  Writing 55%</p> <p>Our whole school priorities for 2025-2026 include ensuring that every child leaves Boxgrove as a reader because we know that reading is the key to success across the curriculum and impacts outcomes when pupils reach secondary school. Maths and writing are also being prioritised and these changes (detailed in our new strategy document) will be key to continuing to improve our outcomes for disadvantaged pupils. We continue to use case studies for disadvantaged pupils to review the effectiveness of our strategies. These case studies clearly demonstrate the impact of the individualised approach we take at Boxgrove school by unpicking specific barriers and regularly adapting strategies and interventions to enable the best progress. One example of this is a disadvantaged pupil who had multiple</p>

	<p>barriers to learning including poor attendance. With the use of a work station, movement breaks, a laptop for writing, use of the WIDGET tool, ear defenders, a proud book and improved communication with the parent through regular check ins, this pupil moved from working towards in reading to the expected level and attendance improved significantly from 80% to 93%. We have continued to use the wide range of strategies (detailed in our previous review) which we know have an impact on progress. Alongside these strategies we have drawn upon the advice of the Mental Health Support Team allocated to our school by Surrey. Early indications are that this work is fundamental to families to ensure that poor mental health is addressed promptly to enable pupils to continue to access their learning. This work will continue next year.</p>
Thinking Classrooms	<p>The AHT responsible for disadvantaged pupils led the introduction of the Thinking Classrooms approach this year. The AHT completed the first modules of the course. The information from the 'Conditions' module was then shared with staff in year 4 who were the pilot group for the project. Initial feedback from teachers and pupils was extremely positive with many pupils commenting it was their favourite learning session of the week. Teachers began to identify pupils who needed support to build confidence and develop an open questioning mindset. In the spring term, teachers focused on questions linked to specific challenges for pupils in the year group. Teachers reported that pupils were becoming more open to children having different opinions to them which has supported their growth mindset and understanding that individuals can think differently to one another. By the end of the summer term, Year 4 had embedded the approach and reported an increase in pupil's ability to demonstrate an open questioning mindset not only in Thinking Classrooms sessions but across other subjects. Some pupils with less confidence were developing greater confidence to join in with discussions. Due to the initial success of this approach, we will continue to develop the Thinking Classrooms approach next year and will begin to roll this out to more year groups.</p>

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

Budgeted cost: £ 29, 400

Support in class through high quality first teaching	The KS1 and KS2 SENCOs have provided additional training on the Ordinarily Available Provision to ensure that we use this tool to remove barriers to education through a wide variety of resources and expert outside agency advice and that there is a consistent approach across the school. Disadvantaged pupils have been supported through high quality first teaching approaches in a wide variety of ways and support has been tailored to their individual needs. This includes access to 1:1 and group adult support when needed and to a wide variety of learning resources. Disadvantaged pupils support is reviewed at termly pupil progress meetings with teaching staff and senior leaders.
Behaviour support	This year we have prioritised building a sense of pride and belonging in our Boxgrove community. We have focused specifically on ensuring that resources and the environment are respected and looked after and behaviour is improved in central areas. This year we have prioritised ensuring that year group teams meet weekly at a dedicated time to focus on planning effective support for children. Assemblies have focused on respect and when issues have arisen for specific year groups, these have been addressed through year group assemblies. SLT have met with small groups of children identified to need additional support to meet expectations for behaviour and reflect our values in their conduct. The impact of this has been mitigation of this behaviour and these pupils demonstrating respect and our core values. We have improved our facilities in EYFS which has had a very positive impact in reducing small numbers of behaviour issues. In addition, we have made adjustments for some of our neurodivergent pupils by providing a hub provision. In our most recent OFSTED inspection, the inspectors commented on polite and well-behaved children who are proud of the school. There is a calm and orderly environment, discrimination is not tolerated and the school takes effective action to deal with issues.
Lunchtime provision	The lunchtime hub provision has continued to run and on average, 10 pupils attend

	<p>this provision each day. This figure fluctuates positively as some of the pupils begin to access more time on the main playground. By the end of the year, the majority of pupils who attended the hub have returned to the main playground. Those that need to continue with this provision in September are pupils with complex additional needs. The hub provides a smaller environment and staff have nurtured pupils' play activities throughout the year, modelling good behaviour and play. The staff have listened to the children's interests for play equipment and additional resources have been purchased. We will continue with this provision next year due to it's hugely positive impact on pupil wellbeing.</p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £59, 100

<p>Home-school link worker role to support pupils, families, offer ELSA work (x 2 members of staff), support young carers</p>	<p>This year, the HSLW and additional ELSA have supported 30 pupils with a program of individual or group ELSA sessions. A child in Y3 who had been struggling to attend school without consistent and regular visits to the school office for minor ailments is now more settled owing to an ELSA intervention. This is one example of many that demonstrates the impact of ELSA. Children have been supported through a range of issues such as parental separation, bereavement, worries and emotional regulation. The HSLW has met with parents to provide parenting support and signposting to specific support for example to the NAS, online and in person parenting courses, Surrey Young Carers and Barnardo's, Learning Space, Jigsaw, Winston's Wish as well as the Mental Health Support Team. The HSLW meets with the Mental Health Support Team (MHST) from Mindworks once a fortnight for consultation to discuss children in need of support for their mental health. The HSLW co-ordinates the referrals for these cases and is the link person between the MHST and the family. This provides a familiar trusted face and continuity for the family. The referrals to MHST have helped families to be empowered to support their child in managing for example their anxiety which has enabled pupils to feel happier coming into school and given them the confidence to try new things. The HSLW organised a Parent Talk on Anxiety led by the MHST earlier this term</p>
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	<p>which was very well attended. A body image workshop was held in a year group too by the same team in response to identified pupil need and the HSLW arranged this event. This term the HSLW ran an ELSA training workshop for the Teaching Assistants and has half termly meetings with a new ELSA team so that there is support in each year group provided by a TA. The HSLW has shared resources and provided guidance for these sessions based on an individual child's needs. The HSLW is in the process of providing each year group with an ELSA resource box and tool kit to enable them to do their role with ease. This is expected to have a significant impact on the number of pupils we are able to support with ELSA across the school next year. We know that ELSA has a significant impact of pupils' readiness for learning in the classroom and we see this across the school. The HSLW continues to provide Young Carer activities with the help of our two Year 6 Young Carer representatives. Young Carers have had several sessions to support them in their role as a young carer and to give them a chance to do a fun activity. The HSLW provided targeted support with weekly sessions for certain young carers who are currently experiencing a particularly difficult time. The HSLW invited a representative from the Poyle Trust to visit this term – she met with the Y5 young carers who shared their photo scrapbooks used in Young Carers to show the trips they took part in last year, thanks to the funding from this organisation. The HSLW referred all Young Carer children (47) to receive Christmas gifts from the Stripey Stork charity in Reigate. Families report the significant impact this has in supporting them financially and ensuring all pupils benefit from receiving gifts. The HSLW continues to attend TAF meetings and Family Meetings for families across the school. The HSLW is also a deputy designated safeguarding lead and this work is key to her role in supporting families across the school alongside the wider pastoral team. The HSLW also accesses support for families from foodbanks, debt support etc for families.</p>
Attendance monitoring- AHT role	<p>This year, we have continued to scrutinise attendance data half-termly and where there has been persistent absence, this has actioned promptly through family meetings. Our careful scrutiny of data resulted in poor attendance being caught early and actions being taken to mitigate this. Where</p>

	<p>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 and we continue to use EBSNA approaches very effectively to support good attendance, often trialing new strategies successfully. Our large pastoral team ensures that no child is missed through regular meetings. The attendance lead has provided updates to staff through staff briefings and staff know and understand that attendance is everybody's business. Our most recent OFSTED inspection (June 2025) it was noted that we had reduced our persistent absence rates and the report highlighted that 'pupils enjoy coming to school and attend frequently. The school has developed effective systems for supporting pupils and families facing challenges with regular attendance'.</p>
<p>Nurturing schools programme</p>	<p>This year saw us embark on the Nurturing Schools programme. The AHT responsible for disadvantaged pupils and the HSLW attended training with Nurture UK throughout the year. They also attended Boxall profile training. When asked to trial the Boxall profile for a pupil this resulted in improved behaviour, having a positive impact on their learning in class. In the spring term, the school SENCO and headteachers also attended network meetings to learn more about the impact of the project and staff were informed about the progress of the project via the weekly briefing. In the summer term, the AHT, HSLW and one member of the teaching team attended a nurture hub network meeting to learn more about how to set up this provision. This meeting impacted our thinking about how to set up our own hub provision. This led to a meeting with teaching assistants to elicit views to input into the evidence base for the nurturing schools award. It was agreed that due to need, our chosen groups to initiate the nurture provision would be Year 5 and 6 in September 2025. Therefore, all current teachers of these pupils undertook the Boxall profile training and then completed a profile for each child. This enabled us to determine who should attend the provision in September based on need. The headteacher led an assembly involving pupils to introduce the nurture principles to the whole school with logos and words matched to posters for the classrooms. Nurturing schools principles were also</p>

	<p>added to the Boxgrove Journey document for all stakeholders. The Nurturing Schools 'journey so far' was shared with all teachers during a staff meeting and they were asked to share their views. The new Boxgrove nurture provision building work started to take place. The impact of this work on pupils is evolving but the most important work will take place next year when the nurture hub will be opened to pupils and further work to become a nurturing school will take place with pupils and staff, including the introduction of nurture champions.</p>
<p>Training for midday supervisors</p>	<p>This year we have focused on the development of our OPAL project to improve play opportunities for all children, with the aim to develop and maintain positive mental health. Reviews of playground resources have taken place throughout the year with a wide range of stakeholders and this has regularly involved our midday supervision team. The AHT responsible for disadvantaged pupils has attended meetings with the project lead and midday supervisors to develop successful approaches to OPAL and discuss how to manage groups and individual pupils. Areas of the playground have been organised into zones. The member of staff leading the project has led whole school assemblies throughout the year which have been responsive to the evolving needs of the children. The impact of these actions has been that pupils have access to a wide variety of resources and activities at lunchtimes. Pupils are observed across the school to be engaging well with the resources and demonstrating enjoyment and happiness. The majority of our disadvantaged pupils access the provision very happily and successfully.</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 including leavers hoodie, leavers book, children's party, parents party (50% of each item) £60 per child</p>	<p>All pupil premium families received 100% payment for swimming lessons and were supported with the cost of trips (50%) and residential (100%), 13 pupils received bursaries across clubs including Rocksteady, tennis and Planet Soccer. 21 pupils families opted to take up the offer of pocket money for the Fiver challenge. 8 families took up the offer of 50% payment towards the cost of the year 6 leaver's hoodie.</p> <p>We will continue to offer this as it is clear from regular reviews, that for many of our families, this support is invaluable in</p>

	<p>ensuring we build opportunities to increase pupils' cultural capital and for families to know that they can access support if they are financially challenged which in turn, supports positive mental health and wellbeing for families.</p>
<p>Uniform offer 50% off bundle of Boxgrove badged uniform</p>	<p>19 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 continued to review our uniform policy in accordance with DFE guidance to ensure we reduce costs wherever possible.</p>
<p>Forest school and outdoor classroom provision</p>	<p>This year we have continued to provide forest school lessons for Years R-6, including the use of our outdoor classroom. The impact of these sessions is widely reported across the school to have a positive impact on all learners and they experience a wide variety of subjects taught outside. In addition, and importantly given the barriers we describe for our disadvantaged cohort, these sessions have a strong impact on positive mental health. Pupils with additional barriers to learning often find it easier to access this form of learning and easier to access curriculum subject content.</p>