

Pupil Premium Strategy Statement 2025-2026 (3-year plan 2025-2028)

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	652
Proportion (%) of pupil premium eligible pupils	59 pupils
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£ 95, 511.20
Recovery premium funding allocation this academic year	£ 0

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	£ 95, 511.20

Part A: Pupil premium strategy plan

Statement of intent

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. At Boxgrove School, everyone is a champion for Pupil Premium; all staff take responsibility for disadvantaged pupils' outcomes to ensure that no child is left behind. Staff work closely 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. Most importantly, we know that a sense of belonging is crucial because it boosts mental health, improves academic performance, reduces negative behaviours and fosters better relationships with peers and staff, creating a foundation for overall wellbeing and success in school.

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	84% 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 and improvements have been made, there is still some small 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 assessment (use of Walkthrus and the Inclusive Classroom approach, the Ordinarily Available Provision) this enables 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, case studies, 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 place 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. Staff will ensure that wherever possible, children are in the classroom to receive intervention, through the inclusive classroom approach, Walkthrus and Ordinarily Available Provision.</p> <p><i>How will we measure this?</i> Staff will use observations, discussions, case studies and data to evaluate the 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 the Wellcomm Speech and language toolkit to assess and deliver intervention and through the Thinking Classrooms approach.</p> <p><i>How will we measure this?</i> Outcomes of Wellcomm assessment and through the Thinking Classrooms approach. 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, case studies, 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 click here to view our Hardship Fund Policy.</p> <p><i>How will we measure this?</i> Pupil premium pupils' attendance at extracurricular activities/trips/residentials is monitored termly to ensure equal access. Where pupils are not accessing anything and it is not known why, 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 pupils and their 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> Through observations, pupil surveys and pupil focus groups, through Team around the family meetings, through our mental health champion status, through EBSNA approaches, through support from our HSLW and ELSA, through the Thinking Classrooms approach, through OPAL lunchtime provision.</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: £5875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD Training on provision for disadvantaged pupils- refresher training for all staff, introductory training for ECTS, SCITTS</p>	<p>School-based evidence: Quality of teaching is one of the most important factors in improving outcomes. Teachers who feel well informed about the best ways to support disadvantaged pupils are better equipped to deliver high quality first teaching.</p> <p>We will deliver training to all teaching staff on the new pupil premium strategy and the latest research to support progress and outcomes for disadvantaged pupils.</p>	<p>1, 2</p>
<p>High Quality First Teaching- Walkthrus training and delivery</p>	<p>Walkthrus show increased engagement in classrooms that results in improved progress across the school.</p> <p>We will continue to develop the Walkthrus approach across all year groups, implementing new Walkthrus through staff training. We will monitor the impact of these through learning walks and drop in visits with a particular focus on improving the progress of groups by ensuring consistent challenge and scaffolding in task design as appropriate.</p>	<p>1, 2</p>
<p>Progress and attainment monitoring of disadvantaged pupils- AHT role</p>	<p>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.</p> <p>Progress and attainment of disadvantaged pupils will be monitored by the senior leadership team through pupil progress meetings termly with teachers to ensure no child is left behind.</p> <p>Data analysis for disadvantaged pupils will be reported annually to governors.</p>	<p>1</p>

Thinking Classrooms	<p>EEF: The research into impact of metacognition and self -regulation on learning, particularly for pupil premium children (+7 months additional progress) Creating a thinking classroom supports mental health and emotional regulation which in turn impacts positively on classroom behaviour and learning.</p> <p>Training and delivery of the Thinking Classrooms approach will be rolled out to further year groups from Sept 2025. Staff will be trained and supported by a mentor from the Thinking Classrooms Program. The AHT will lead the initiative and it will form part of our School Development Plan. The AHT will monitor the impact of this through drop in visits, learning walks and observations.</p>	1, 2, 3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £34, 982.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support in class through High Quality First Teaching	<p>EEF: Small group tuition has an average impact of four months additional progress over the course of a year</p> <p>Disadvantaged pupils will receive 30 mins of individual or group support in the classroom each week through the inclusive classrooms approach.</p>	1, 2, 3
Behaviour Support	<p>EEF: Both targeted interventions and universal approaches have positive overall effects (+ 4 months)</p> <p>To improve mental health, wellbeing, classroom engagement and progress of disadvantaged pupils. We will track and monitor the behaviour of individuals and groups and develop plans for improvement.</p>	1, 2, 6
The Nurture Hub Provision	<p>Research based evidence: As pupils feel safe in the nurture group and in school, they are able to enjoy school more (Sloan et al. 2016) and their overall attendance increases. Studies have also found that children and young people's academic performance increases following nurture provision (Sanders 2007; Reynolds, MacKay, and Kearney 2009; Seth-Smith et</p>	1, 2, 3, 6

	<p>al. 2010), including language and literacy skills</p> <p>This provision is called the Hive and will be a smaller classroom space to support some of our pupils who, at times, find the larger classroom environment a challenging place to be. Our Hive will be guided by the <i>Principles of Nurture</i> and will adopt the six principles of nurture. Pupils will be supported by a qualified teacher and teaching assistant to enable them to feel calm, happy and ready to learn. Through a carefully planned curriculum, pupils will be supported to develop confidence and resilience.</p>	
Lunchtime Provision	Teaching Assistant support for identified pupils who require additional support with pastoral needs at lunchtimes. The Teaching Assistants will support pupils through structured play sessions in the hub to enable the pupils to experience success and happiness at lunchtimes and be able to transition back to the classroom calmly and engage in learning. The aim of this provision will be to enable pupils to experience some success on the main playground.	2, 6

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

Budgeted cost: £54,654

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

Attendance monitoring – AHT role	<p>School-based evidence: Link between Pupil Premium Lead role and Attendance Lead due to recognised disparity between disadvantaged/non-disadvantaged data on attendance. Close work with families in the past regarding attendance has resulted in improved attendance.</p> <p>The attendance lead will monitor and analyse attendance data and will work closely with families to support improved attendance. This year the attendance lead will work on a trust project to improve attendance across trust schools. This work will positively impact Boxgrove School's attendance work by providing opportunities to share good practice and implement new or innovative approaches.</p>	1, 7
Nurturing Schools Programme	<p>School-based evidence: Evidence based tools and resources to support our response to SEMH needs, which continue to trend upwards (+50% in surrey primary schools).</p> <p>Research-based evidence: Sense of belonging most consistently correlated with child's likelihood of attending school (Impact Education)</p> <p>To employ the 6 principles of nurture to improve attendance and progress of groups through The Nurturing Schools Programme and use of the Boxall Profile assessment tool to determine need. To improve the mental health and wellbeing of pupils so that they can access learning with confidence and enjoyment. To introduce the new initiative 'Nurture Champions' which will be led by pupils from the disadvantaged group to increase sense of belonging through a leadership role. This will be led by AHT and HSLW.</p>	1, 2, 6
Training for Midday Supervisors	<p>School-based evidence: where training is given to staff they perform better to enable the children to thrive.</p> <p>De-escalation and neurodivergent training for lunchtime staff.</p>	6

<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>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 click here to access our Hardship Fund policy for further information.</p>	<p>4, 5, 6</p>
<p>Uniform Offer-50% off bundle of Boxgrove badged uniform</p>	<p>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 which can be found at the end of the Hardship policy to provide information regarding requirements. Please click here to access the form.</p>	<p>4, 5, 6</p>
<p>Forest School and Outdoor Classroom Provision</p>	<p>School-based evidence: Pupils who attend Forest school and outdoor classroom provision at Boxgrove demonstrate improved self-regulation and therefore ability to access the learning in the classroom.</p>	<p>1, 3, 6</p>

Total budgeted cost: £ 95, 511.20 Total cost: £95, 511.20

* 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.

Please see Document entitled 'Pupil-Premium-3 Year Statement- Boxgrove-Primary School- 2022-2025 (2024-2025 Review)

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.

Reading Partners- training run by phonics and reading leads at Boxgrove for secondary pupils and staff to improve progress in reading and ensure every child leaves Boxgrove school a reader.

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 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 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.

School-based evidence- 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.

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.