

Pupil premium strategy statement – Boxgrove Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	378
Proportion (%) of pupil premium eligible pupils	43.7% (165 of 378)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2026
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Christopher Rae
Pupil premium lead	Richard Butler
Governor / Trustee lead	Alastair McMekan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£250,323
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£250,323

Part A: Pupil premium strategy plan

Statement of intent

At Boxgrove Primary School, we are committed to ensuring that every pupil – regardless of background or personal circumstances – receives the highest quality education. Our aim is to support all pupils to become confident learners and well-rounded individuals, equipped with the skills they need to build positive relationships and make informed choices both now and in the future. With a significant proportion of our cohort eligible for Pupil Premium (165 pupils; 43.7%), our approach is rooted in quality-first teaching, ensuring that all pupils, particularly those from disadvantaged backgrounds, have access to excellent teaching and make strong progress across all areas of learning. We are determined that no child is disadvantaged by their circumstances and that every pupil benefits from rich curricular and extra-curricular opportunities. Providing these experiences is a key part of our strategic plan and contributes greatly to academic outcomes and personal development. Our approach focuses on:

- High-quality teaching as the most effective way to close the attainment gap.
- Targeted support in areas where disadvantaged pupils need it most, benefiting all learners.
- Early identification of barriers and whole-school strategies to raise attainment.

We value research-informed practice and professional development to drive school improvement. Our staff engage in internal action-based research as part of their professional growth, alongside using national evidence such as the EEF Teaching and Learning Toolkit to inform decision-making and strengthen reflective practice.

Challenges

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

Challenge number	Detail of challenge
1	Combination of low language development on entry and a high proportion of pupils with English as an Additional Language (around one-third), many of whom are also in receipt of Pupil Premium and/or have SEND. Disadvantaged pupils typically start Reception well below age-related expectations, and this gap often persists through to the end of Key Stage 2. Limited early exposure to rich and varied language, coupled

	with low oral communication skills in the Early Years, slows progress in English and impacts overall attainment.
2	Limited parental and carer engagement in pupils' learning, often due to challenges such as language barriers, low levels of education, and work commitments. Many pupils come from language- and literacy-poor environments with restricted access to cultural and social experiences, which impacts vocabulary development, aspirations, and overall attainment.
3	Below acceptable attendance and/or health-related challenges, including mental health and nutrition, which disproportionately affect disadvantaged pupils. A greater proportion of these pupils are persistently absent compared to their peers.
4	Lack of opportunity and access to cultural capital experiences, which limits pupils' aspirations and understanding of the wider world.
5	A number of pupils entitled to Pupil Premium have social, emotional, and behavioural needs and/or SEND that negatively impact their academic progress. Internal data shows these pupils tend to make slower progress than their peers across the school.

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
Improve progress and attainment across all year groups; strengthen communication and language outcomes; embed an oracy programme (Kagan Cooperative Learning).	Termly data shows improved learning, including SEN cohorts making measurable progress; EYFS pupils requiring SLC support identified and receive NELI with evidenced progress; measurable improvement in oral language skills and class participation; narrowing attainment gaps in reading and writing.
Provide creative, hands-on learning and increased access to rich contexts, texts and experiences through visits and author/poet workshops; promote a strong reading culture.	High engagement across core subjects; disadvantaged pupils reach/exceed national expectations in reading and writing by end of KS2; increased reading for pleasure and improved reading skills via VIPERS and higher-challenge questioning.
Act early to implement whole-school approaches that raise attainment; ensure access to high-quality SSP phonics (Little Wandle).	Termly reviews (incl. SIP) improve delivery; teachers confident in SSP phonics; Little Wandle embedded across EYFS/KS1 (and KS2 where appropriate) with impact on disadvantaged outcomes.

Improve attendance and readiness to learn for disadvantaged pupils, including regulation and behaviour.	Attendance above national; persistent absence below national; improved engagement and behaviour through SEL and sensory regulation support.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopt and embed DfE-validated Little Wandle Letters and Sounds SSP; purchase aligned resources; staff training to ensure high-quality delivery across EYFS & KS1 and for KS2 catch-up.	EEF Teaching & Learning Toolkit indicates strong evidence for synthetic phonics, with average gains of +4 to +5 months, particularly for disadvantaged pupils.	1,2,3,4,5
Whole-staff CPD on inclusive pedagogy for SEND/EAL (scaffolding, explicit instruction, cognitive/metacognitive strategies, flexible grouping, assistive technologies). Targeted TA training (e.g., visual impairment).	EEF guidance on high-quality teaching for SEND; DfE Engagement Model resources support personalised pathways and evidence of progress for pupils with complex needs.	1,3,4,5
Strengthen reading instruction through VIPERS and structured comprehension; expand class libraries with diverse, high-quality texts to promote	EEF reading comprehension strategies show average impact of +6 months; regular independent reading builds fluency and breadth.	1,2,4,5

reading for pleasure at home and school.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £95,323

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI and Talk Boost language programmes in EYFS/KS1; diagnostic SLCN assessment and targeted plans. Training of identified staff to deliver these high-quality interventions.	EEF Early Years interventions average +5 months; targeted language support improves foundations for literacy and social-emotional development.	1,2,3,5
Small-group/1:1 tuition in reading/phonics and maths (Y2–Y6), including spring term boosters; experienced leaders and TAs to deliver (groups ≤4).	EEF small group tuition averages +4 months (reading higher impact); closer feedback and targeted instruction raise outcomes.	1,2,3,4,5
Structured spelling programme and diagnostic assessment to focus teaching on gaps.	EEF “Improving Literacy” guidance recommends explicit, structured spelling instruction informed by diagnostics.	1,2

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enable participation in educational visits/visitors and enrichment (subsidies	EEF trials show memorable experiences can boost writing outcomes; enrichment supports cultural capital and engagement.	1,2,3,4,5

for PP pupils); link stimuli to writing outcomes.		
Whole-staff training and targeted interventions on attendance and behaviour (emotional-based school avoidance, soft starts, MHST workshops, parent/carer sessions on anxiety & sleep).	DfE attendance guidance informed by schools reducing persistent absence; universal and targeted behaviour approaches have positive impacts.	1,2,3,4,5
Wraparound care places for identified families to improve punctuality/attendance and support access to employment/education; targeted family engagement.	Improved access and engagement correlates with better attendance and learning readiness; positive community impact.	3
Learning Mentor & ELSA for pupils needing additional emotional support; continued rollout of trauma-informed practice; sensory regulation pathways via SENCO and external services (ASD Outreach, Sensory Service, OT).	EEF behaviour interventions average +4 months by improving time-on-task; trauma-informed approaches support relationships and regulation.	4,5

Total budgeted cost: £ 250,323

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<i>Outcomes & Evaluation</i>		
	<i>School</i>	<i>National</i>
<i>Y R GLD</i>	70%	69%
<i>Y1 Phonics Pass</i>	89%	79%
<i>KS2 Reading, Writing & Maths Combined</i>	78% ARE 24% EARE	62% ARE 8% EARE
<p><i>Attendance will continue to remain a focus:</i></p> <p><i>Attendance: School – 94.0% National – 94.7%</i></p> <p><i>Persistent Absence: School – 20.7% National – 15.4%</i></p>		
Progress of pupils in receipt of pupil premium grant	Support has strengthened and is being embedded; use of releasing class teacher to focus in closing the gap; use of data analysis meetings to embed PP. To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions. To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points and progress against their own targets.	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	All disadvantaged pupils attended educational visits or in-school enrichment activities linked to a variety of subject areas to support reading, writing and speaking and listening. Use of No Outsiders curriculum in PHSE to enable a greater sense of community and togetherness in the school,	

	<p>contributing to pupil outcomes. Continue to embed Zones of Regulation & Growth mindset within the classroom. All staff trauma trained to support pupils build positive and safe relationships. Providing an environment where pupils can thrive in an encouraging learning community. Being trauma-informed allows us to de-escalate conflicts and negative situations.</p>
<p>Improved phonics and reading attainment among disadvantaged pupils. Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>The impact in our work is evident in the data above. Purchased additional reading books to provide a varied rich reading ethos in class libraries to support reading at home. Purchased the Little Wandle Fluency books to bridge the gap between phonics and reading in Year 2. Staff deployment was effective in KS1, LKS2 and UKS2 to ensure that pupils attain the nationally expected levels. Additional synthetic phonics one-to-one reading tutoring for EYFS and KS1 pupils who needed support in making the expected progress in phonics and to increase the proportion of pupils who pass the Y1 phonics assessment and expected reading standard at the end of KS1. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading with an average impact of an additional four months' progress. Funding the leadership and management of synthetic phonics across EYFS and KS1 to enable greater proportion of pupils to attain the expected reading standard at the end of EYFS, Y1 and KS1. The use of the NELI programme in EYFS to support children with spoken</p>

	language and early reading has been crucial for those children needing additional support in EYFS, who are not ready for the Little Wandle phonics scheme.
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Little Wandle Letters and Sounds Revised	Little Wandle
Literacy Shed / Reading VIPERS	Literacy Shed
White Rose Maths	White Rose Education
Spelling Shed	EdShed
Times Table Rock Stars	Maths Circle
Collins Big Cat	Collins
Testbase/Merit	Testbase

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Strategy planning, implementation and evaluation are aligned with our whole-school improvement priorities around language-rich classrooms, early reading, and attendance. PP funding complements core budgets and SEND funding to deliver inclusive, high-quality provision. The strategy is reviewed termly through data cycles, learning walks, book looks and pupil/parent voice, and adjusted in response to emerging needs.