

Pupil premium strategy statement – Boxgrove Primary School

School overview

Detail	Data
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	38.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023_2024
Date this statement was published	07.09.2023
Date on which it will be reviewed	July 2024
Statement authorised by	Timothy Plumb (Chair)
Pupil premium lead	Richard Butler
Governor / Trustee lead	Alastair McMeckan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,995 (DFE update Sept 2022 £188,360)
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£203,995

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through a variety of practices for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as life-long readers.</p>
2	<p>Internal and external assessments indicate that reading and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception, our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap remains steady to the end of KS2.</p>
3	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to mental health issues. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support services remains high, currently exceeding our capacity. A greater number of disadvantaged pupils currently require additional support with social and emotional needs, with a greater number receiving small group interventions.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 10% - 20% lower than for non-disadvantaged pupils.</p> <p>A greater proportion of disadvantaged pupils have been 'persistently absent' compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improved phonics and reading attainment among disadvantaged pupils.	Disadvantaged pupils make greater progress in order to close the attainment gap. KS2 reading outcomes year on year shows that a greater percentage of disadvantaged pupils meet the expected standard.
Improved reading and writing attainment for disadvantaged pupils at the end of KS2.	KS2 reading and writing outcomes year on year show that a greater proportion of disadvantaged pupils meet the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative/summative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained higher levels of wellbeing year on year demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance year on year, demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils is reduced year on year, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is being reduced. • the figure among disadvantaged pupils being no lower than their peers.

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: £ 92,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued purchase of standardised assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Continued purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Little Wandle</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

<p>Enhancement of our Reading and Writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access external resources and CPD.</p>	<p>This guidance is for primary schools. It focuses on the early stages of teaching reading. Its key objective is to help schools meet their expectations around early reading as set out in the national curriculum and the Early Years Foundation Stage (EYFS) statutory framework.</p> <p>Reading Guidance</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Literacy Projects Education Endowment Fund</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
<p>Writing curriculum is based on deep understanding and contextual understanding, closely woven with the reading curriculum to</p>	<p>Evidence shows that children coming from disadvantaged backgrounds can have a vocabulary and prior knowledge gap with their</p>	2,3

<p>ensure that skills are transferrable between the two subjects.</p> <p>Staff to work collaboratively to plan and deliver clear and progressive teaching sequences to promote deeper understanding by ensuring that prior knowledge gaps are addressed early to give all children the opportunity to succeed.</p>	<p>peers coming into school. Schools need to address this, as it has a significant impact on both reading and writing as children progress throughout their schooling.</p> <p>Curriculum: Gallimaufry to Coherence Book by Mary Myatt</p> <p>https://www.ssatuk.co.uk/blog/challenging-the-vocabulary-gap-within-disadvantaged-pupils/</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £82,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

<p>Providing school-led tutoring for pupils whose education has been most impacted by the pandemic or have fallen behind in their progress. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Rationale that school-led will be more impactful due to staff knowing the children and the limited impact of outside agencies in previous years. This will be through lunchtime and afterschool clubs to target children who require support to make good progress.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)ma</p> <p>ll groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and trauma informed approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>To also train staff members in becoming a trauma informed school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Diploma in Trauma and Mental Health</p>	4,5
<p>To offer and coordinate the ELSA programme in school.</p>	<p>Evaluation of the effectiveness of ELSA's (Emotional Literacy Support Assistants) in schools</p>	4
<p>Embedding principles of good practice set out in the DfE's</p>	<p>The DfE guidance has been informed by engagement with</p>	5

<p>Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Incentivized rewards for high/improved attendance to encourage all children, especially those from disadvantaged background to attend school regularly to promote positive outcomes for them.</p> <p>Target is to get persistent absence near to 10% for this academic year and to have the disadvantaged percentage in line or less than our cohort of 38.6%</p>	<p>schools that have significantly reduced levels of absence and persistent absence.</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified, especially around the needs of Mental Health.</p>	<p>All</p>

Total budgeted cost: £203,995

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Our school's 2023 performance data helps us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated, such as Reflective Learning.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic, despite it closing slightly last academic year. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Persistent absence among disadvantaged pupils was higher than their peers in 2022/23. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. A family-led approach will be taken to work effectively with individual families, to best support them in ensuring attendance is a priority. Persistent absence was at 21% for the academic year 2022/23, of which 52% was from disadvantaged backgrounds.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been

particularly acute, with more children accessing ELSA support, as well as other interventions and groups to target emotional and mental well-being.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Externally provided programmes

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

Programme	Provider
Reading & Maths Catch Up	Reflective Learning

Further information:

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities and trips to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of this approach and will adjust our plan over time to secure better outcomes for pupils.