

# Pupil premium strategy statement – Boxgrove C of E 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	74
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/2025 2025/2026 2026/2027
Date this statement was published	February 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Mary Nagel Chair of Governors
Governor / Trustee lead	Beatrice O’Connell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,660.99
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£2,176.99
<b>Total budget for this academic year</b> <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>	£29,837.98

# Part A: Pupil premium strategy plan

## Statement of intent

At Boxgrove CofE Primary School, we believe that every pupil deserves the opportunity to excel, regardless of their background or circumstances. Our Pupil Premium Strategy is dedicated to dismantling barriers to learning and enhancing both academic achievement and the social, emotional, and cultural development of our pupils. By emphasizing high-quality teaching, targeted interventions, and broader strategies, we strive to bridge attainment gaps and empower disadvantaged pupils to achieve on par with their peers, preparing them for their future educational journeys.

The focus of our pupil premium strategy is to support disadvantaged pupils by:

- Providing support to overcome any barriers to their learning
- Closing attainment gaps between disadvantaged pupils and their peers
- Ensuring access to a broad, engaging, and experience-rich curriculum
- Implementing tailored provisions for all vulnerable pupils based on their individual needs

Our approach is rooted in diagnostic assessment, enabling us to respond to both common challenges and individual needs effectively. By fostering a school-wide commitment where all staff take responsibility for the outcomes of disadvantaged pupils, we aim to raise expectations and ensure that every pupil is challenged and supported to achieve their full potential.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Low Prior Attainment:</b> Disadvantaged pupils enter school with attainment below national expectations.
2	<b>Attendance Gaps:</b> Attendance of disadvantaged pupils is lower than peers, with a proportion persistently absent.
3	<b>Limited Language Development:</b> Disadvantaged pupils often have restricted vocabulary and communication skills.
4	<b>Restricted Cultural Experiences:</b> Fewer opportunities for enrichment and broadening horizons.
5	<b>Family Challenges:</b> Lack of routines, resilience, and access to resources, alongside external pressures.
6	<b>Social and Emotional Barriers:</b> Lower self-esteem and resilience, affecting engagement with learning.

## 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
<b>Improve core attainment:</b> Disadvantaged pupils achieve in line with peers in reading, writing, and maths.	Attainment and progress measures match or exceed national averages
<b>Close the attendance gap:</b> Attendance for disadvantaged pupils improves.	Disadvantaged attendance rate of 95%+; significant reduction in persistent absence among disadvantaged pupils.
<b>Enhance cultural access:</b> Increase participation in enrichment activities.	All disadvantaged pupils engage in residential trips, workshops, and extracurricular clubs.
<b>Support social-emotional needs:</b> Improved resilience and school engagement.	Pupil well-being surveys show increased confidence and engagement.

## 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: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum development resource & training	Ofsted subject reviews clearly highlight the importance of good curriculum subject knowledge and leadership.	1
Continue to invest in high-quality reading stock	New investment in stock has frequently been linked to spikes in reading performance and engagement in school	1,3
Use GL Assessments Dyslexia Screener to identify dyslexia early and intervene quickly	The GL Assessment Dyslexia Screener is an evidence-based tool that provides reliable data to inform intervention strategies. It is widely used in educational settings to support pupils with dyslexia and other literacy challenges.	1, 3

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

Budgeted cost: £18500

Activity	Evidence that supports this approach	Challenge number(s) addressed
A teaching assistant to provide targeted academic support for disadvantaged pupils, particularly in literacy and numeracy. The TA will work with small groups and individuals to address specific learning gaps and enhance pupils' progress.	Supported by evidence from the Education Endowment Foundation (EEF), which highlights the impact of targeted teaching assistant interventions. Well-structured interventions delivered by TAs can help close attainment gaps. EF research indicates that such interventions are most effective when TAs are trained to deliver them, and when they complement the work of classroom teachers.	1, 3, 6

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

Budgeted cost: £ 8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
An Emotional Literacy Support Assistant to enhance emotional well-being and resilience through targeted and individualised support	Evidence shows a strong link between pupils' emotional well-being and their academic performance. By addressing emotional barriers to learning, ELSA programs can help improve pupils' engagement and attainment.	2, 5, 6
Support for uniform, swimming, visits, Bikeability, residential trips, clubs, etc.	Disadvantaged pupils would not otherwise have access to the broad range of opportunities available to other pupils	4, 5

**Total budgeted cost: £ 29,500**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- *Teachers have reported increased engagement and participation in reading activities, indicating a positive trend towards meeting our intended outcomes.*
- *Evidence from classroom observations and teacher feedback suggests that reading skills have improved, with students demonstrating greater confidence and fluency in reading tasks.*
- *Percentage of children passing the Y1 phonics screening check exceeded national average.*
- *Feedback from pupils indicate that pupils feel well-supported in their emotional and mental health. The introduction of nurture groups and ELSA sessions has been positively received, contributing to a supportive school environment.*