

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 C of E Primary School
Number of pupils in school	69
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Rev Ian Forrester Chair of Governors
Pupil premium lead	Jacqui Dommett Headteacher
Governor / Trustee lead	Layla Clifford-Brown – Pupil Premium Governor Disadvantaged Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19390
Recovery premium funding allocation this academic year	£544
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£19934</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils at Boxgrove, 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. 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, notably in its targeted support through the National Tutoring Programme 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 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	Assessments, book scrutinies and observations indicate that poor phonic knowledge amongst many disadvantaged pupils is holding back progress in reading and writing. This continues into key stage 2
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to isolation and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment
4	A significant number of disadvantaged pupils also have specific educational needs and these needs are a barrier to their learning
5	Assessments, observations and discussions indicate that engagement at home for many disadvantaged pupils is not supporting their progress

## 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 reading attainment for disadvantaged pupils.	Key Stage 2 reading outcomes in 2024/2025 show that the attainment in reading of disadvantaged pupils is in line with County and National figures
Improved writing attainment for disadvantaged pupils.	Key Stage 2 reading outcomes in 2024/2025 show that the attainment in writing of disadvantaged pupils is in line with County and National figures
Improved maths attainment for disadvantaged pupils	Key Stage 2 reading outcomes in 2024/2025 show that the attainment in maths of disadvantaged pupils is in line with County and National figures
Improved phonic attainment for disadvantaged pupils	Year One Phonics outcomes in 2024/2025 show that attainment in the phonic check is 100% for disadvantaged pupils
Improved emotional health and wellbeing for disadvantaged pupils	Qualitative data from student voice and observations of outdoor learning and enrichment, nurture group and ELSA feedback shows pupils are well supported with emotional and mental health

## 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: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ enough well-trained staff to enable the early years/Key stage one class to deliver an effective core curriculum to all three year groups - employ two teachers for 5 mornings	Internal evidence shows that one qualified teacher is not able to deliver effectively to three year groups Teaching assistant support is not sufficient to ensure they are able to teach key early literacy, phonics, reading and maths skills	1, 4
Purchase a catch up programme for	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 4

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

Budgeted cost: £ 2934

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide tutoring (school-led and NTP) 1:1 and small group	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: <a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2, 4

<p>support for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all children in years 1-6 have a block of outdoor learning</p>	<p>Outdoor learning offers a unique educational experience using the outdoor environment as a classroom. It supports confidence, social skills, communication, motivation and physical skills</p> <p><a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p>	<p>4, 3</p>
<p>Hold regular in school events to which parents are invited including workshops, investigate messaging apps to engage parents</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>5</p>
<p>Train a member of staff as an Emotional</p>	<p><a href="https://www.elsanetwork.org/elsa-network/evaluation-reports/">https://www.elsanetwork.org/elsa-network/evaluation-reports/</a></p>	<p>3</p>

Literacy Support assistant		
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**Total budgeted cost: £32794**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 5.4% higher than their peers in 2021/22 and persistent absence 12% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan..

### 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.*