

Pupil premium strategy statement – Box CE VC Primary School

This statement details our school's use of pupil premium (and recovery 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	162
Proportion (%) of pupil premium eligible pupils	3% Pupil Premium (5 children) 2.5% Service Premium (4 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2022 – July 2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Lisa Reed
Pupil premium lead	Jo French
Governor / Trustee lead	Rob Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7 744 Pupil Premium £2 237 Service Premium
Recovery premium funding allocation this academic year	£2 000
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>	£11 981

Part A: Pupil premium strategy plan

Statement of intent

'It's like a mustard seed that man took and planted in his garden. It grew and became a tree and the birds in the sky nested in its branches.' Luke 13:19

The school garden is a very special and unique part of our school and is enjoyed for its beauty as well as a place to play and learn. On their journey through the school the children are taught gardening jobs and are responsible for areas of the garden. There are many opportunities for them to plant seeds, nurture plants and watch them flourish. The children are helped to explore how **'Plant, Nurture, Flourish, Serve'** is a metaphor that can be applied to many aspects of their life.

At Box Primary School 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, including their emotional well-being. 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.

The number of Box Primary School pupils eligible for pupil premium funding is 3%. We are aware that children in an area with smaller 'pockets of poverty' can feel isolated, especially in schools where the prevailing culture is relatively affluent. We seek to raise the aspirations and narrow the attainment gap for our disadvantaged learners and to provide a supportive culture in which they may reach their full potential.

Our pupil premium strategy is based on research by the Educational Endowment Fund (EEF). High-quality teaching is at the heart of our approach, focusing on quality first teaching and using strategies such as pre-teaching, flexible grouping, interventions and access to extra-curricular activities. This enables us to ensure all children develop essential skills such as phonics, early reading, number and vocabulary development. This focus will 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 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	More children needing social and emotional support as a result of lockdown
2	There are gaps in the oral language and communication skills of some children
3	Gaps in phonics knowledge and application have been identified
4	To replace our previous phonics scheme with the government verified scheme, 'Unlocking Letters and Sounds' and to ensure that staff training and resources are in place.
5	A small number of children aren't reading fluently by the end of KS1 and, as a result, are unable to access the KS2 curriculum independently
6	As a result of assessments in reading, writing and maths specific gaps in learning have been identified for individual small groups/individual children are addressed through 1 to 1 or small group support from a teacher
7	Disadvantaged families need financial support to enable children to have a hot meal, milk, to access school trips.

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
The social and emotional needs of children are addressed and this support means that they are ready to learn	<ul style="list-style-type: none"> • Short assessment tasks are used to determine the focus of a six week ELSA (Emotional Literacy Support Assistant) block using the plan, do review model • A weekly catch up session is held with the ELSAs and SENCo to review progress • ELSAs receive termly supervision from an educational psychologist
A focus on speaking and listening in reception ensures that gaps in oral language and communication skills are filled	<ul style="list-style-type: none"> • Training for staff in delivering Nuffield Early Language Intervention (NELI) programme • TAs to deliver the 20 week programme to

	reception year who would benefit from targeted support to develop their oral language skills
Gaps in phonics knowledge are identified and filled through targeted intervention	<ul style="list-style-type: none"> • Gaps in phonics knowledge are filled through quality first teaching • Phonics intervention group for children in KS2 rapidly fills any gaps in phonics knowledge
A newly implemented phonics scheme from the government verified list means that children make very good progress in phonics acquisition and application	<ul style="list-style-type: none"> • A new phonics scheme has been purchased • Staff have received training in how to use the scheme • The new phonics scheme has been successfully implemented in all KS1 classes
All children move into KS2 reading fluently and are able to access the KS2 curriculum independently	<ul style="list-style-type: none"> • The children who are weakest at reading are regularly heard to read by their teacher and given intensive support by them and TAs • Parent volunteers are DBS checked and trained by the English subject leader in how to support children with reading. The volunteers work with the same child 3 or 4 times a week
Key gaps in knowledge are identified through assessments in reading, writing and maths and are closed through intensive 1 to 1 or small group support	<ul style="list-style-type: none"> • Analysis of termly assessments identifies the specific gaps that need to be addressed • 1 to 1 or small group intensive support from a teacher to address the gap • Clear entry and exit data is recorded for the intervention
All children have access to hot meals, milk, trips etc.	<ul style="list-style-type: none"> • Disadvantaged families know that the cost of trips, residential visits, school meals, milk etc. is covered

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: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching	<p>Extensive evidence shows that training children in metacognition and self-regulation strategies has a very high impact for a very low cost. Evidence from the EFF suggests +7 months impact:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>SDDay 1/9/22 based on the EFF Five a Day Approach</p>	2, 3, 5, 6
Targeted support to develop oral language skills	<p>The EEF works identify the importance of oracy. Their research shows that quality oracy projects and activities can, on average, have a high impact on pupil outcomes of 6 months additional progress:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2

	Training in the delivery of NELI one TA and class teacher	
ELSA Emotional Literacy Support Assistant	<p>Targeting children's social and emotional needs with specialised programmes can add 4 months of additional progress to pupil outcomes:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>x 6 supervision sessions with the educational psychologist Anxiety Training x2 TAs</p>	1
New phonics scheme training for staff	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>All teaching staff and TAs, SDDay The purchasing of a new validated phonics scheme</p>	4

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

Budgeted cost: £ 6,981

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 to 1 or small group support from a teacher	<p>On average on to one tuition is very effective at improving pupil outcomes. It's also an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition has an average impact of 4 months' additional progress over the course of a year. It is most likely to be effective if it's targeted at pupils' specific needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	6
TA support reading, phonics	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	3

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

Budgeted cost: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cost of free school meals, milk, residential trips, day trips for disadvantaged learners	<p>Children who are well fed and have a good diet are much more likely to be healthy and able to focus on their learning. The EFF state that there is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience regardless of any impact on academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	7
ELSA	<p>Targeting children's social and emotional needs with specialised programmes can add 4 months of additional progress to pupil outcomes:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>126.25 hours a year</p>	1

Total budgeted cost: £ 11,981

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil premium strategy outcomes This details the impact that our pupil premium activity had on pupils.

2022 – 2023 The outcome for our disadvantaged learners was very positive. All made expected progress from their starting point. Almost all achieved at least the expected standard in national tests.

2021 – 2022 Progress is assessed termly using NFER Reading, Grammar and Punctuation and Maths tests for children from Year 1 to Year 6. Using the results of termly assessment and the end of key stage tests for children in Year 2 and Year 6, all of our disadvantaged learners made at least expected progress from their starting point.

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
Times Tables Rockstars	TT Rockstars
Spelling Shed	Literacy Shed