

# Pupil premium strategy statement

## Box CE Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	144
Proportion (%) of pupil premium eligible pupils	2.8%
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> )	2025 - 2028
Date this statement was published	12/12/25
Date on which it will be reviewed	12/12/26
Statement authorised by	Lisa Reed
Pupil premium lead	Jo French
Governor / Trustee lead	Andrew Garcia

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8 575
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<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>	£8 575

# 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 2.8%. 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The 4 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	We have children who need social and emotional support
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	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
5	Disadvantaged families need financial support to enable children to have a school lunch, milk and to go on 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"> <li>• 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</li> <li>• A weekly catch up session is held with the ELSAs and SENCo to review progress</li> <li>• ELSAs receive termly supervision from an educational psychologist</li> </ul>
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"> <li>• KS1 staff to be trained in how to use WellComm, an assessment tool that helps identify children who may have speech and language development issues early on, making sure they get the support they need when it matters</li> </ul>

	<ul style="list-style-type: none"> <li>WellComm interventions will address the gaps in speech and language development</li> </ul>
Gaps in phonics knowledge are identified and filled through targeted intervention support children becoming independent and fluent readers	<ul style="list-style-type: none"> <li>Gaps in phonics knowledge are filled through quality first teaching</li> <li>Individual or paired phonics interventions for children in KS2 rapidly fill any gaps in phonics knowledge</li> </ul>
All children move into KS2 reading fluently and are able to access the KS2 curriculum independently	<ul style="list-style-type: none"> <li>The children who are weakest at reading are regularly heard to read by their teacher and are targeted for intensive support by them and TAs</li> <li>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 2 or 3 times a week</li> </ul>
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"> <li>Analysis of termly assessments identifies the specific gaps that need to be addressed</li> <li>1 to 1 or small group intensive support from a teacher to address the gap</li> <li>Clear entry and exit data is recorded for the intervention</li> </ul>
All children have access to hot meals, milk, trips etc.	<ul style="list-style-type: none"> <li>Disadvantaged families know that the cost of trips, residential visits, school meals, milk etc. is covered</li> </ul>

## 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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Development Day	The day was about disadvantaged children and led by Katriona O'Sullivan the author of 'Poor'	1, 5
ELSA supervision	Our ELSA is supervised termly by an Educational Psychologist	1

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

Budgeted cost: £5 339.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching	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: <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-selfregulation">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-selfregulation</a>	2, 3, 4
Targeted support to develop oral language skills	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: <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</a>	2
ELSA Emotional Literacy Support Assistant	Targeting children's social and emotional needs with specialised programmes can add 4 months of additional progress to pupil outcomes: <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</a> x 6 supervision sessions with the educational psychologist	1
TA support reading, phonics	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: <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a>	3, 4

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

Budgeted cost: £ 2 735.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cost of free school meals, milk, residential trips, day trips for	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.	5

disadvantaged learners	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/outdoor-adventurelearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/outdoor-adventurelearning</a>	
ELSA	Targeting children's social and emotional needs with specialised programmes can add 4 months of additional progress to pupil outcomes: <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-andemotional-learning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-andemotional-learning</a> 152 hours annually	1

**Total budgeted cost: £8 575**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**ELSA** – 11 children were supported by ELSA during 2024/25 in terms 1 and 2. Our ELSA left the school in January 2025. A new ELSA attended 6 days of training in the spring and summer term and ELSA resumed in September 2025. During the spring and summer term children received emotional support by our SENDCo. As a result of the ELSA and emotional support the children were happier and in a better place to learn.

**WellComm** – in 2024/25 all children in reception were screened using WellComm during their first 6 weeks in school and interventions delivered for the children identified as needing additional support. All children made improvements in their language development.

**Individual readers** - our weakest readers are identified through phonics assessments and reading fluency assessments. These children are targeted for support by teachers, during whole class reading sessions. Targeted readers also read to a TA four times a weeks; gaps in phonics are also targeted during these sessions. As a result, more children are on track for reading fluency.

**Free school meals, trips and milk** - children eligible for Pupil Premium have had access to free school meals, paid school trips and milk totalling. This means that all children have access to hot meals, milk, trips etc and no child misses out.

### 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
N/A	