

# Pupil premium strategy statement 2024- 2027

This statement details Boxford CEVC Primary Schools use of pupil premium (and recovery premium for the 2022 - 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	Boxford CEVC Primary School
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils (numbers Oct 25)	31
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	Sept 25
Date on which it will be reviewed	Sept 26
Statement authorised by	Emma Lea
Pupil premium lead	Emma Lea
Governor / Trustee lead	Gill Mitchell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (24-25)	£ 28120
<b>Total budget for this academic year</b>	28,120

## Part A: Pupil premium strategy plan

### Statement of intent

At Boxford CEVC Primary school we recognise the extra challenges that pupils in receipt of pupil premium funding face. As a school we use the pupil premium fund to mitigate against these challenges. This may be in the form of extra academic tuition, access to nurture and wellbeing support or continuing cultural capital opportunities and extra support in preparation for the school day.

Our ultimate goal is for all disadvantaged pupils to achieve their full potential and maintain progress in line with their peers or to make better progress. These pupils will be focus in our developmental review meetings to ensure they are on track for meeting their end of year target. Those identified as at risk of falling behind will have structured academic support put in place to prevent this.

## Challenges

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

Challenge number	Detail of challenge
1	In some cases disadvantaged pupils are not meeting age related expectations in reading, writing and maths (sometimes this is the case on entry to the school)
2	Pupils' social, emotional and mental health needs can impact on their readiness to engage with learning.
3	Access to consistent support and opportunities (breakfast, homework completion, volume of reading at home)
4	Attendance and persistent absence can be below that of other peers.
5	In some cases there is poorer access to resources and also sporting and cultural life experiences.

## 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
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More pupils in receipt of pupil premium funding will have reached the end of year expectations for their age.	School data shows that at the end of the year, pupils in receipt of pupil premium have reached age related expectations.
To ensure classroom teaching is effective to meet the needs of the disadvantaged pupils so that they make progress in line with or greater than national expectations.  To respond rapidly with targeted teaching for pupils at risk of underachievement.	SLT monitoring of lessons, book studies and end of year data show that pupil premium pupils are making progress in line with or greater than national expectations.  Class teachers are able, in developmental reviews, to easily identify pupils who are at risk of underachievement. The pupils who have been identified receive targeted teaching. The targeted teaching address misconceptions / enables them to bridge the gap to achieving their full potential.
To ensure physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils to learn.	Pupils are more engaged with their learning. Pupils and parents report a noticeable difference with pupils who spend time with the mental health first aider.  There are fewer incidents of pupils' physical, behavioural, emotional and social needs impacting on the learning of them and others around.
To ensure the curriculum is enriched with experiences, visits and visitors.  To sustain the range of cultural and sporting opportunities at school.  To ensure that all pupils access trips and visits.	More pupils in receipt of pupil premium funding access trips and visits.  The percentage of pupil premium pupils attending clubs / sporting activities remains in line or exceeding those of non-pupil premium pupils.  No pupil will miss out on the opportunity of a trip due to funding.

## 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: £ 5620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of phonics resources	Psychologist Keith Stanovich found that pupils who learn to read well early tend to	1, 3

<p>Purchase of Phonics books to accompany new phonics scheme</p>	<p>do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p> <p>Research shows a big difference in language development of disadvantaged pupils in relation to non-disadvantaged pupils.</p> <p>The early catastrophe research report shows significant differences in vocabulary acquired.</p>	<p>1, 3</p>
<p>Release of subject leaders to enhance provision of their subject across the school.</p>	<p>Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teaching</p>	<p>5</p>
<p>PIXL assessment and intervention system to improve knowledge of gaps and to improve quality of teaching.</p>	<p>DfE Disadvantaged Pupils Good Practice Research Report, November 2015 identified the importance of the focus on high quality teaching.</p>	<p>1, 3 and</p>

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

Budgeted cost: £ 10629

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted academic intervention support to maintain TA intervention and improvement time as well as core lessons.</p>	<p>All pupils in receipt of pupil premium funding will have targeted academic support either one-to-one or in small group. This includes those already working at age related expectation as evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. These pupils should receive just as much focus as less academically able pupils. PIXL Diagnostic test therapies to be used as interventions to support quality first teaching.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,3 and 4</p>

<p>To continue, breadth of opportunities for pupils in Y3-6 which have an impact on learning progress and attainment in writing (including grammar), reading and maths) Programmes include Spelling shed PIXL</p>	<p>Continue to use resourcing programmes as before (EEF research suggests the use of technology has +4 months impact on pupil progress). EEF research shows +6 months impact of Reading Comprehension strategies Provide group and individual support during core lessons by experienced teaching assistants/teachers Provide targeted 1:1 support on a regular basis for maths, reading and grammar EEF identifies 3+/4+ month progress from individual/small group instruction Use target tracker/aspire to identify needs on a termly basis, yearly and over time.</p>	<p>1,3,4</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 11871

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School family support worker, ELSA lead, use Anna Froud resources to put in place intervention to support social emotional needs.</p>	<p>Maslow's hierarchy of needs shows that basic needs must be met before learning can take place.</p> <p>A child with self-regulatory skills is able to focus his attention, control his emotions and manage his thinking, behaviour and feelings.</p>	<p>2,4</p>
<p>Fund trips and visits for pupils entitled to pupil premium funding. Pupils in receipt of pupils premium to be prioritised for trips that are not whole class trips including sporting opportunities.</p>	<p>It is an Ofsted requirement that:</p> <p>The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p>	<p>5,4</p>
<p>To after school extra-curricular provision for pupil premium children Tutoring and 1 other paid outsourced provider club in school. E.g, premier education potential music opportunities.</p>	<p>Breakfast club will help to provide children with the opportunity to have routine and to ensure they are ready for the school day ahead. Both the NFER and EEF toolkit recognise this as an important strategy – overcoming barriers and extending school hours</p>	<p>3, 5,4</p>

Children to have access to forest school provision	EFF -Outdoor /adventure learning has +4/+5 month impact on learning	3, 5
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**Total budgeted cost: £ 28120**

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

## Pupil premium strategy outcomes

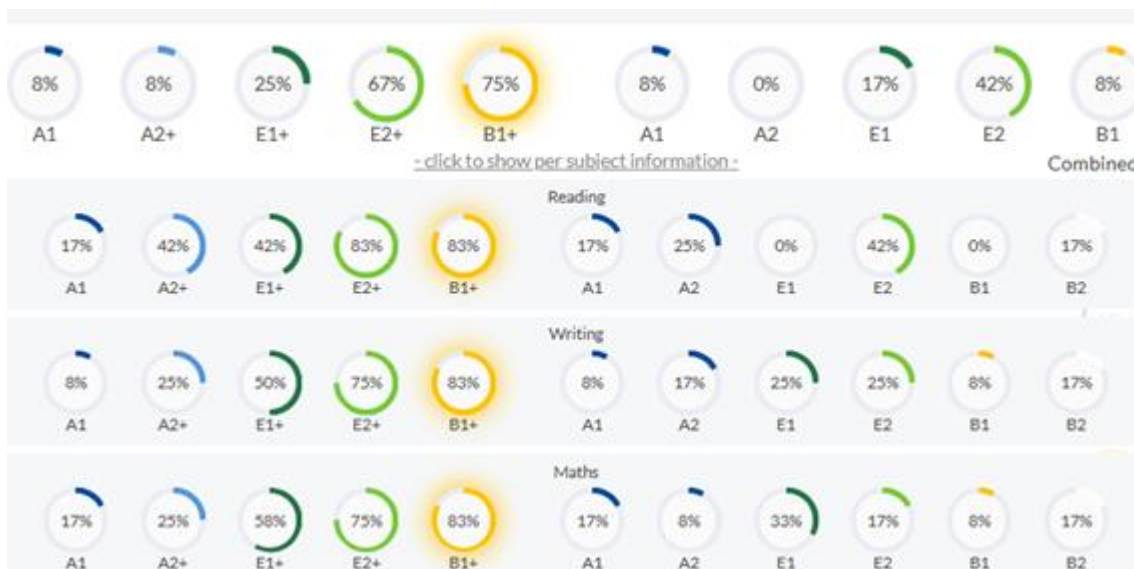
This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year. funding. We look at each pupil on an individual basis to recognise any additional need they may have.

As we have a smaller cohort of disadvantaged children across the school, this data analyses their performance as a whole group across the school.

### Year 6 disadvantaged data

Subject	Percentage of pupils meeting the expected standard	
	School	National
Children Achieving Reading, Writing and Mathematics Combined	100%	62%
Reading	100%	75%
Grammar Punctuation and Spelling	100%	73%
Maths	100%	74%
Writing	100%	72%
Science	100%	81%

### Disadvantaged Attainment Across the whole School



## **Key**

**B1** – percentage of disadvantaged children in the school who have the potential to reach expected standard or better in the academic year 2023/2024 with additional targeted intervention.

**E2+** The percentage of disadvantaged children who achieved expected standard in 2022/2023

**A2+** The percentage of disadvantaged children across the school who reached above the expected standard 24-25

## **Progress**

Progress is analysed on if children have made expected or above expected progress from their starting points at the beginning of the academic year.

Number of disadvantaged pupils	Subject	Percentage of those making expected progress during 2024/2025	Percentage of those making more than expected progress 2024/2025
21	Reading	86%	28%
21	Writing	86%	23%
21	Maths	95%	33%

## **Attendance**

Number of children	Average attendance of pupil premium pupils compared to peers	Percentage of persistent absence of pupil premium children compared to peers below (90%)
Whole School inc disad	95%	8.2%
Disadvantaged	95%	12%

## **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*

<b>Programme</b>	<b>Provider</b>
Spelling Shed	Education Shed LTD

PIXL	The PIXL Club
Little Wandle	Letters and Sounds Revised