

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Boxmoor Primary School
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	8.5% (19 children as of Oct '24)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 2023/2024 2024/2025
Date this statement was published	Oct 24
Date on which it will be reviewed	Sept 25
Statement authorised by	
Pupil premium lead	D Edwards
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,653
Recovery premium funding allocation this academic year	£ n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£27,653

# Part A: Pupil premium strategy plan

## Statement of intent

At Boxmoor Primary School, we will endeavour to utilise a range of effective and well-reviewed strategies to support our children who receive pupil premium funding, including those in receipt of Early Years Pupil Premium.

We understand that there are common barriers for children classified as 'disadvantaged' such as: behaviour difficulties, attendance, lack of engagement, access to resources, punctuality issues, lack of confidence, poor communication and limited language skills. There can be other barriers too, so it is clear that there is no single approach to addressing challenges, as they can be complex and vary from child to child. We will therefore employ a variety of different approaches to ensure that disadvantaged children receive the best possible education.

Our core objectives are:

- To support our children's mental health and well-being, enabling them to enjoy school and access learning at an appropriate level for them
- To remove any possible barriers to access to opportunity
- For all disadvantaged children to make at least expected progress
- For the attainment gap between disadvantaged and non-disadvantaged children to narrow
- To have high expectations in relation to attainment and the progress that children make
- Regardless of starting points, there are high expectation of academic outcomes for all PPG children

This will be achieved through a variety of approaches:

- Quality first teaching in all classrooms that meets the needs of all children
- High quality support from our teaching assistants
- Ensuring there is suitable provision for all PPG children, so that all teachers are conscious of these needs and that they are proactively addressed
- We recognise that within the umbrella term of 'Pupil Premium' needs can vary significantly and, therefore, funding will be allocated where there is meaningful need. This may involve prioritising groups or individuals, based on need

Achieving these goals could include, but not be limited to:

- All teaching should be at least good, or better, so that the quality of learning in the classroom is maximised for all children

- All classes have suitable plans of support for those children who require it and that those class teachers work closely with the SENCO and SLT as required to ensure good outcomes and good progress for all pupils
- Support should yield tangible and measurable outcomes, such that the impact on children is clear
- Assessment will include, but not be limited to, teacher formative and summative assessment. Where children have a graduate approach, suitable assessments will be made against targets (e.g., ELS assessment)
- SLT will work with the PPG governor to ensure PPG pupils are being properly supported
- 1:1 or small group support, as appropriate
- Making sure that children across the school, including in Early Years, have access to suitable adult support
- Ensuring that being on the Pupil Premium Register is not be a barrier to attending trips or taking part in activities
- Access to therapeutic sessions, such as 'draw and talk' where appropriate
- Access to counselling where appropriate
- Providing support for wraparound care, trips, dinners (etc.) as appropriate
- Provision of additional learning support
- Working directly with families where attendance and/or punctuality is an issue
- Eliminating barriers to opportunity such as support for payments in relation to educational visits and residential trips. This will ensure that children have first-hand learning experiences that they can bring back into the classroom.
- In line with the school development plan, we expect that PPG pupils demonstrate tangible improvement in core writing skills, including: phonics knowledge, spelling, handwriting, sentence structure and coherence.
- We aspire for all learners to receive a high quality of education, where they make strong academic progress, enjoy an engaging curriculum and have a rich education, full of positive experiences. We recognise PPG children, and all children, as unique individuals with specific talents and needs.

## Challenges<sup>1</sup>

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

Challenge number	Detail of challenge
1	<p><b>Wellbeing, Social, and Emotional Support</b></p> <p>Some pupils receiving Pupil Premium funding may need extra help in managing their social and emotional well-being. This can range from regular check-ins with teachers or teaching assistants to more specialised support,</p>

<sup>1</sup> These will be reviewed over 2024/25, using pupil voice to hone in on specific and shared challenges that pupils face.

	such as access to counselling services. We are committed to providing a nurturing environment where every child feels safe, supported, and ready to engage in their learning. Our approach is tailored to meet the needs of each child, ensuring they receive the right level of support.
2	<p><b>Attendance</b></p> <p>Many children receiving Pupil Premium funding maintain good attendance. However, some children may require extra support from both their families and the Attendance Improvement Officer (AIO) to address specific concerns. We recognize that certain challenges, such as sleep issues, anxiety, or a lack of perceived value in education, can affect a child's engagement in school. Our goal is to collaborate with families to ensure that every child can thrive and enjoy attending school.</p>
3	<p><b>Support and Communication with Parents</b></p> <p>We recognise that some parents may face challenges. To ensure every family has the opportunity to stay fully involved, we offer flexible options for communication and support. This includes in-person meetings, online meetings, and availability at various times throughout the day, along with collaboration with external agencies when needed. Our goal is to build strong partnerships with all parents to support our pupils' success.</p>
4	<p><b>Access to Clubs</b></p> <p>While some pupils receiving Pupil Premium funding have not yet taken up the opportunity to join our clubs, we have a varied provision that caters to a wide range of interests and learning styles. We now provide a variety of options suitable for different pupils and have proactively reached out to parents to share these opportunities and encourage participation. Our goal is to ensure every child can find activities that inspire and engage them outside of the classroom.</p>
5	<p><b>Attainment and Progress</b></p> <p>Some pupils receiving Pupil Premium funding may face academic challenges, which can differ depending on the child's age and individual needs. Key areas of focus include phonics, writing, comprehension, and maths skills (both calculation and reasoning). We are committed to providing targeted support to help every child succeed and reach their full potential.</p>

## 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
Suitable progress	All children make at least expected progress based on individual measures, which can vary. For example, progress could be reflected through participation in trips, attendance at breakfast club, improvements in Maths, or progress towards early learning goals.
Access to school trips	Pupil Premium (PPG) children participate in school trips at a rate comparable to their peers, ensuring equal

	access to these valuable experiences. School trips should be viewed through a holistic lens, ensuring that all teachers reflect on how each visit can effectively support the needs of Pupil Premium (PPG) pupils, in addition to all students. For instance, teachers should assess whether a trip offers unique experiences that PPG pupils might not typically have the opportunity to access, such as a visit to a local museum featuring a special exhibition that aligns with their curriculum studies.
Access to opportunity based on interests/ skills	PPG children take part in clubs and activities, such as music lessons, swimming, and school clubs, at a level that is at least in line with their peers, providing them with enriching opportunities beyond the classroom.
Improved mental health and well being	Children have access to necessary services, like counselling, ensuring they feel safe and secure. The school's ethos is centred on providing care and support for every student.
Children have the resources they need to learn	All children receive the resources they need to thrive, whether that be books, stationery, maths resources, computing equipment (etc.) to support their learning and development.

## 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: £12,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support (intervention & in class)	Targeted support of PPG children helps to address issues with attainment and progress. The nature of support varies by child, but includes strategies such as: pre-teaching, small group support, and specific intervention programmes. This includes support in our Early Years setting, where adult support is highly valued. Evidence of learning, including formative assessment and book looks show that these approaches are successful in boosting children's understanding and their ability to access new material. These strategies also	1, 5

	support retention and codifying learning into their long term memory.	
TA Training by senior/ specially skilled staff	Focussed training for all TAs included training directly related to PPG support – such as ways of leveraging our Phonics programme (Essential Letters and Sounds - ELS) material to support children across the school, including those older children who have deficiencies in their phonics knowledge. Top quality CPD improves staff capacity to support children and allows less experienced staff to be brought up to speed with methods that can have a meaningful impact on children's achievement, as well as other areas, covered by our SENCO, such as mental health & well-being.	1, 5

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

Budgeted cost: £6,639

Activity	Evidence that supports this approach	Challenge number(s) addressed
Draw and talk sessions	We have three TAs trained in this therapeutic technique and, between them, they are completing up to 7.5 hours of sessions per week. This benefits PPG children, those who have ongoing issues with their mental health, have suffered an emotional upheaval or have other related challenges are all supported through this popular program.	1, 3, 2, 5

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

Budgeted cost: £8,289

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clubs	It is important that there is equal access to opportunity, regardless of income level. Where required, or where we identify that there might be a need, the school will subsidise clubs for PPG children, allowing a number of children	1, 2, 3, 5

	to attend – and access opportunity – that would otherwise be unavailable to them. We have also found that access to a desired club is a motivator for a child’s attendance.	
School trips	Where appropriate, we subsidise school trips (such as the Year 6 PGL trip) to ensure equal access of opportunity. The benefits of these trips go beyond the purely academic and can be seen to support children on a social and emotional level.	1, 3
Dinners	Children who are food secure and well fed, will be happier and perform better in school. So, free meal provision will be a core part of our approach to supporting disadvantaged children.	1, 3, 5
Music teachers & lessons	In line with the rationale for clubs and school trips, subsidising Music lessons allows for equal access and a pathway for children to realise their potential and explore their interests, regardless of their household’s income level. The children who access these lessons benefit significantly from being a part of these sessions, both on an emotional and a technical level.	1, 3
Counselling	Some PPG children have demonstrated emotions and behaviours which need further intervention and specialist support. In these cases, we have provided regular counselling support for them. This has multi-faceted benefits, not least of which is providing children with a trusted individual and a dedicated time for them to express their feelings and get support in understanding and managing their emotions.	1, 2, 3, 5
Breakfast/ after school club (wrap around care)	Where there are households that are busy, and can find the breakfast/ after school routine challenging to manage, the offer of wrap around care is invaluable. Where appropriate, we will support families in this, providing access to the breakfast club and the after school club. This helps to support working families, as well as providing a good experience for children, who get well fed and looked after.	1, 2, 3, 4, 5

**Total budgeted cost: £ £27,653**

## 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 2023 to 2024 academic year.

- All children have had access to trips, including residential trips, promoting inclusivity and supporting their well-being. These experiences also help build independence and resilience.
- Tracking data shows that some children are achieving strong results, while others face challenges due to various needs, such as social/emotional issues or gaps in educational skills.
- Draw and Talk continues to be a popular therapeutic intervention. Teachers report that children receiving this support have shown improvements, including calmer behaviour, fewer emotional outbursts, and better peer relationships. Pupil feedback highlights how much they value these sessions.
- Access to breakfast and after-school clubs provides vital support for both children and parents. It offers flexibility for working families while ensuring children are cared for in a nurturing environment where they can interact with peers and receive a meal.
- Funded access to clubs allows children to experience activities they might not otherwise have the opportunity to enjoy. These clubs enhance their educational experiences outside the classroom and, for some, spark a passion for a new interest.
- Children in Early Years Pupil Premium (EYPP) receive appropriate adult support for their learning. Additionally, financial assistance is provided, as needed, for activities and school trips.
- Increased access to Chromebooks and iPads in the classroom has benefited PPG children. They have been able to use programs like Nessy (where licences are purchased), access materials on Google Classroom, and, for some, use technology to support writing and organisation, particularly when motor skills are a challenge.
- The Nessy spelling program has been an ongoing success, with many PPG children, especially those who struggled with early phonics. It has helped address misconceptions in spelling and provided personalised, step-by-step support, boosting confidence in their spelling abilities.
- Counselling has been offered to PPG children who need it.
- Music lessons provide education as well as both therapeutic and educational support.
- Additional adults have been employed using PPG funding to provide tailored support for children with additional needs.



- Changes to lunchtime structure, designed to foster better interactions between children of different ages, have been particularly beneficial for those with emotional needs, many of whom are PPG. Our zoned playground approach has been well-received, with children reporting high levels of enjoyment and a noticeable decrease in behavioural issues during and after lunch.

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## 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.*