

# Pupil Premium Strategy Statement – Bosham 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	201
Proportion (%) of pupil premium eligible pupils	10.9% (15 PP, 3 LAC & 4 Service pupils)
Academic years that our current pupil premium strategy plan covers	2025-2026 2026-2027 2027-2028
Date this statement was published	February 2025
Date on which it will be reviewed	February 2026
Statement authorised by	Mark Richmond
Pupil premium lead	Emma Smith
Governor / Trustee lead	Dinah O'Hana-James

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<ul style="list-style-type: none"> <li>£23250 (15 PP x £1,550 a pupil)</li> <li>£8070 (3 LAC x £2690 a pupil)</li> <li>£1280 (4 Service x £320 a pupil )</li> <li><b>Total = £32600</b></li> </ul>
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£32600 in budget</b> <b>Spending £29421</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to inspire children to become independent, resilient, creative and emotionally intelligent learners. 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. This aim includes progress for those who are already high attaining

since evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing.

We will consider the challenges faced by our most vulnerable pupils, such as those who have a social worker or family support worker and our 'young carers' and we will support their needs through this funding regardless of their pupil premium status.

Quality first teaching is at the heart of our approach. Evidence shows that using pupil premium funding to improve teaching quality is proven to have the greatest impact on closing the disadvantage attainment gap and the most effective way to improve outcomes for all pupils. A small portion of pupil premium budget will be used for specific subject spend. This will enable us to provide a curriculum relevant to the needs of all our children.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

**To ensure the approaches we have adopted are effective we will:**

- ensure disadvantaged pupils are challenged in the work that they are set
- ensure teaching meets the needs of all pupils and we will intervene where 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

**Over the next three years we plan to:**

- Ensure all staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of what they can achieve.
- Improve emotional resilience and self-regulation
- Improve and maintain good attendance for all disadvantaged pupils.
- Provide a culturally rich education that goes beyond academic development through the provision of extracurricular activities that will enhance educational entitlement and personal development.

## Challenges

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

Challenge number	Detail of challenge
<b>1</b>	<p>Some disadvantaged pupils are making slower progress with phonics than their peers. Some disadvantaged children are not given as many opportunities to read with adults at home and so progress and attainment in reading is lower than their peers. In 2024-25 62% of disadvantaged pupils were at ARE+ (77% whole school) and 8% GD (15%) whole school. Our internal assessment and national evidence show that disadvantaged pupils are more likely to:</p> <ul style="list-style-type: none"> <li>• Enter school with lower levels of early language development</li> <li>• Have gaps in phonics knowledge</li> <li>• Read less frequently outside of school</li> <li>• Lack fluency and confidence when reading aloud</li> <li>• Experience slower progress in comprehension</li> </ul> <p>Reading is the gateway to the entire curriculum. Weak decoding and limited fluency increase cognitive load, restricting understanding across subjects. Without early and sustained intervention, these gaps widen over time.</p>

<b>2</b>	<p>Pupil Premium children are not performing as well as their peers in the Maths at ARE. In 2024-25 62% of disadvantaged pupils were at ARE+ (72% whole school) and 15% GD (16%) whole school. This is linked to a lack of fluency in applying multiplication and division facts. Our assessment data and internal monitoring show that a significant proportion of disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>• Have weaker recall of multiplication and division facts</li> <li>• Demonstrate slower calculation fluency</li> <li>• Experience reduced confidence in maths</li> <li>• Are more likely to fall behind as mathematical content becomes more complex</li> </ul>
<b>3</b>	<p>Not all disadvantaged children are attaining age related expectations in line with their peers in RWM at the end of KS1 and KS2. In 2024-25 54% of disadvantaged pupils were at ARE+ for RWM (62% whole school) and 0% GD (3%) whole school.</p>
<b>4</b>	<p>Disadvantaged pupils have required more emotional support than non-disadvantaged pupils in 2024-25. The percentage of pupils requiring ELSA support is significantly higher than non-disadvantaged pupils.</p>
<b>5</b>	<p>From discussions with pupils and their families they have identified a lack of affordable enrichment opportunities that they can attend. This can lead to them having lower aspirations as they have less non-curricular personal development opportunities.</p>
<b>6</b>	<p>Historically, our attendance data indicates that attendance of our disadvantaged pupils sits approximately 2.2% lower than non-disadvantaged pupils. In 2024-25 average for disadvantaged pupils was 93.3% compared to 95.5% whole school.</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
<p><b>1. To support progress and attainment in reading</b></p> <ul style="list-style-type: none"> <li>• Improved reading attainment among disadvantaged pupils. Disadvantaged children will have more opportunities to read to adults or peers in school.</li> <li>• Disadvantaged children in KS1 will make accelerated progress with phonics</li> </ul>	<p>Pupils' love of reading is enhanced through memorable experiences and a text rich curriculum. Pupils have better access to books at home and school. Reading assessments will show a good level of progress. Attainment gap is at least in line with national outcomes.</p> <p>Disadvantaged children will show an increase in phonic check scores in June 2026. Pupils who are disadvantaged will catch up with their peers.</p>
<p><b>2. To improve the fluency in applying multiplication and division facts.</b></p> <ul style="list-style-type: none"> <li>• Disadvantaged children outcomes for Multiplication Tables Check in line with their peers.</li> </ul>	<p>Disadvantaged children's results are at least in line with their peers.</p>
<p><b>3. To support progress and attainment in reading, writing and maths</b></p> <ul style="list-style-type: none"> <li>• Disadvantaged children make at least good progress from their starting points in RWM and reach age related expectations in line with their peers in RWM.</li> </ul>	<p>The percentage of disadvantaged children reaching age related expectations in reading, writing and maths and RWM combined to be at least in line with their peers.</p>
<p><b>4. To support mental health</b></p> <ul style="list-style-type: none"> <li>• To improve and sustain emotional resilience and self-regulation for all pupils in our school, particularly our disadvantaged.</li> </ul>	<p>Learning mentor (ELSA) intervention evidence pupils make good progress in managing emotions and self-regulation. Children are happy and well-supported.</p>
<p><b>5. To raise aspiration through participation in music lessons and after school clubs</b></p> <ul style="list-style-type: none"> <li>• Continue to support engagement and access to enrichment experiences for learning they would not</li> </ul>	<p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. All disadvantaged pupils will participate in one free club and peripatetic musical lessons and 25% of trips/visits/residential lessons will be paid by the school. Outdoor</p>

usually experience including local and national trips and residential trips, as well as extracurricular clubs.	learning increases engagement and learning behaviours within the classroom.
<b>6. To support attendance</b> <ul style="list-style-type: none"> <li>To improve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</li> </ul>	Attendance for disadvantaged children is in line with other children (95.5%)

## 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: £9641**

Activity	Evidence that supports this approach	Challenge number addressed
<p><b>Targeting reading sessions with YR, Y1 &amp; Y2 pupils</b></p> <p>3 times a week pupils will have targeted reading sessions in small groups with teachers and TAs to ensure they are competent readers with sound phonics.</p> <p><b>£4000 (2 x TA 0.1 a week)</b></p>	<p>The <b>Education Endowment Foundation (EEF)</b> states that:</p> <ul style="list-style-type: none"> <li><b>Targeted academic support</b> is one of the most effective uses of Pupil Premium funding.</li> <li><b>Small group tuition</b> has an average impact of +4 months' progress.</li> <li><b>Early literacy approaches</b>, including systematic phonics instruction, show strong impact, particularly for disadvantaged pupils.</li> </ul> <p>The EEF's guidance report <i>Improving Literacy in Key Stage 1</i> highlights that schools should:</p> <ul style="list-style-type: none"> <li>Prioritise the development of phonological awareness, phonics and decoding.</li> <li>Provide additional, structured support for pupils who fall behind.</li> <li>Ensure interventions are frequent, short, and delivered by trained adults.</li> </ul> <p>Our model directly reflects this guidance: small groups, high frequency (three times weekly), trained staff, and closely monitored progress.</p> <p>Additionally, the <b>Department for Education</b> identifies reading as the core priority for narrowing the attainment gap, with strong phonics foundations essential to long-term academic success. Providing three structured sessions per week ensures:</p> <ul style="list-style-type: none"> <li>Frequent practice</li> <li>Immediate feedback</li> <li>Rapid identification and correction of misconceptions</li> <li>Increased reading mileage</li> </ul>	1
<p><b>CPD</b></p> <p>All staff will continue to deliver maths lessons rooted in the</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the NCETM, drawing on evidence-based</p>	2

<p>principles of mastery consistently across the school. Purchase of White Rose Maths to support planning</p> <p><b>£252 - White Rose subscription</b></p>	<p>approaches. The Maths Leader continues to be supported by the NCETM Teacher Research groups.</p>	
<p>Automatic recall of times tables is essential for success in:</p> <ul style="list-style-type: none"> <li>• Written methods (multiplication and division)</li> <li>• Fractions, ratio and proportion</li> <li>• Problem solving</li> </ul> <p>Without fluency, cognitive load increases and working memory becomes overloaded, limiting progress. TTRS directly targets this foundational gap.</p> <p><b>£469 - TT Rockstars subscription</b></p>	<p>The Education Endowment Foundation (EEF) identifies high-quality teaching and targeted academic support as the most effective uses of Pupil Premium funding.</p> <p>TTRS aligns with EEF recommendations by:</p> <ul style="list-style-type: none"> <li>• Supporting Quality First Teaching It provides structured, consistent practice that complements classroom instruction.</li> <li>• Providing Targeted Academic Support Disadvantaged pupils can be identified for additional practice and monitored closely.</li> <li>• Promoting Metacognition and Self-Regulation Pupils receive immediate feedback, track their progress and set personal goals.</li> <li>• Offering High Impact for Low Cost Digital technology is most effective when it supports practice, feedback and retrieval (all of which TTRS provides).</li> </ul> <p>The EEF's guidance on improving mathematics highlights the importance of fluency, retrieval practice and regular rehearsal — core components embedded within the TTRS platform.</p>	2
<p>All staff will continue to deliver well sequenced steps of writing development within the learning experiences, informed by AFL (assessment for learning). Funding release time for teachers and leaders to share best practice.</p> <p><b>£3120 (12 x supply days per year) using £260 a day for supply cover</b></p>	<p>EEF: Providing feedback is well evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies. It provides specific information on how to improve.</p> <p>Evidence from previous years and the EEF Toolkit suggests that high quality, timely feedback and quality questioning, are effective ways to improve attainment. Same day intervention allows for this feedback to be timely and effective.</p>	2
<p><b>CPD</b> To enhance the skills of all staff. Re- Purchase of National college (online staff training)</p> <p><b>£1800</b></p>	<p>Investing in high quality CPD is essential if we are to follow EEF principles of using research to enhance our teaching. Subject leaders need access to high-quality training to support the planning and delivery of an effective curriculum. Investing in professional development for teaching assistants (TAs) to deliver structured interventions to improve learner outcomes.</p>	1 & 2
<p><b>Closing the Gap</b> Termly pupil progress meetings for staff to meet with leadership teams to discuss the progress children are making – including: Barriers to learning, QFT strategies,</p>	<p>This regular opportunity to reflect and review children's progress together as a team is vital to support staff to become reflective practitioners – identifying what is working well and what areas need to be personalised to ensure all children making progress from their personal starting points.</p>	1 & 2

<p>scaffolding opportunities and personalisation of learning focus</p> <p><b>£3120 (4 x supply days a term = 12 in total for the year)</b></p> <p><b>Insight Tracking - £663</b></p>	<p>Although not supported with research evidence, staff report feeling supported and the development of a sense of us all working together towards a common goal.</p> <p>The time to stop and reflect is critical to ensuring that learning is being personalised highly effectively and time utilised strategically to meet the needs of all learners</p>	
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## Targeted academic support

**Budgeted cost: £750**

Activity	Evidence that supports this approach	Challenge number addressed
<p>Continued Training for staff in "Little Wandle" phonics. Teaching Assistants will continue to be up-skilled in phonics teaching ensure that there is consistency of approach and that support is high quality.</p> <p>Targeted 1:1 or small group intervention to supplement the daily phonics teaching in EYFS and KS1 will be delivered by trained adults</p> <p><b>£750 Little Wandle</b></p>	<p>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: Phonics (Education Endowment Foundation)</p> <p>The impact they can make with disadvantaged children will be highlighted and developed.</p> <p>Effective deployment of additional adults will have high impact on outcomes. Professional development and appraisal can help ensure skills are developed and shared, so adults make the most impact on children's learning.</p> <p>Phonics teaching and targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, as documented in the EEF Toolkit.</p>	<b>1</b>

## Wider Strategies

**Budgeted cost: £19030**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>ELSA</b></p> <p>An ELSA has been trained in school and deliver sessions each afternoon to up to ten children each term. Children can be referred by staff, parents or external agencies.</p> <p><b>£5000 - ELSA (0.2)</b></p>	<p>Research from the EEF toolkit, shows that social and emotional interventions have an identifiable and significant impact on developing pupil self-esteem, emotional resilience and readiness to learn, and attainment itself (four months' additional progress on average). Social and emotional programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils.</p>	<b>3</b>
<p><b>Well-Being</b></p> <p>Implementation and monitoring of Jigsaw PSHE Scheme to improve whole school social and emotional</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) (EEF)</p>	<b>3</b>

learning...includes zones of regulation.  <b>£995 Jigsaw subscription</b>		
<b>Improving Ordinarily Available Inclusive Provision (OAIP)</b>  Using dual coding for resources which are consistent across the school.  <b>£295 for Standard subscription</b>	Widgit Online resources used to provide consistent dual coding images to reduce cognitive load for pupils.	<b>3</b>
<b>School Trips &amp; Residential Visits</b> The school provides all disadvantaged children with an opportunity to participate in trips , music lessons and visits by subsidising up to 25%. No child will be left out of an opportunity if families cannot afford to pay.  <b>£4000</b>	EEF- Enrichment activities are beneficial for their own sake outside of any attainment impacts.	<b>4</b>
<b>Afterschool club support:</b> The school provides all disadvantaged children with an opportunity to participate in one school club free of charge as well as music peripatetic lessons.  <b>£3000</b>	Responding to individual need. Supporting families that are in financial difficulty by paying 25% of costs for most disadvantaged children.	<b>4</b>
<b>John Muir Award</b>  12 PP or vulnerable pupils will be selected to undertake the John Muir award on a Friday afternoon at Cobnor Activity Centre.  £1740	The John Muir Award is an environmental scheme designed to inspire young people to connect with wild places. Through a series of weekly sessions, pupils will discover and explore the unique natural environment around Chichester Harbour, take part in hands-on conservation activities, and learn to share their experiences creatively.  <b>During the programme, pupils will:</b> <ul style="list-style-type: none"> <li>• Develop curiosity and appreciation of local wildlife and habitats</li> <li>• Explore through activities such as shoreline walks, sensory trails and water-based experiences</li> <li>• Take responsibility for caring for the environment through conservation tasks</li> <li>• Build independence, resilience and teamwork skills</li> <li>• Create a personal record of their learning to share with others</li> </ul>	<b>5</b>

<p><b>Morning Wrap provision</b> The school provides all disadvantaged children with an opportunity to attend free of charge.</p> <p><b>+ Afternoon wrap provision</b> The school provides all disadvantaged children with an opportunity to attend</p> <p><b>£4000</b></p>	<p><b>National School Breakfast Programme 2018-2021</b></p> <p>The evaluation has been published by Family Action and Magic Breakfast, which delivered the government's National School Breakfast Programme between 2018 and 2021.</p> <p>The evaluation (2021) found that the schools who hosted breakfast clubs reported that the provision had supported improvement across key areas, including:</p> <ul style="list-style-type: none"> <li>• Improved pupil behaviour (94 per cent).</li> <li>• Healthier eating habits among pupils (95 per cent).</li> <li>• Readiness to learn (99 per cent).</li> <li>• Concentration in class (99 per cent).</li> <li>• Educational attainment (94 per cent).</li> <li>• Better social skills (93 per cent).</li> <li>• Better parental engagement (79 per cent)</li> </ul>	<p><b>5</b></p>
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**Total budgeted cost: £29421**

Part B: Review of the Previous Academic Year

## Outcomes for Disadvantaged Pupils

- At the end of 2025, 54% of disadvantaged children met the expected standard in reading, writing and maths. (31.3% of these pupils were on the SEND register).
- Reading = 62% ARE+ & 8% GD
- Writing = 54% ARE+ & 0% GD
- Maths = 61% ARE+ & 15% GD
- Science = 70% ARE+
- At the end of Year 1 Summer 2025. 67% of disadvantaged children met the threshold for phonics (2 out of 3 pupils).

In reviewing the strategy alongside our results, it is clear there is still much to do to improve pupil resilience and early skills in reading and writing. ELSA support has been beneficial to identified children with parents commenting on the positive impact it is having.

Due to financial constraints of this year a few children have received 100% funding for trips and visits. All funding has been greatly received by parents and has ensured and supported equity for all.

Pupil Progress meetings have been beneficial and allowed staff to discuss strategies that supported "closing the gap". Close monitoring of attendance of disadvantaged children and absence was followed up quickly by school staff. Support from outside agencies was sourced where necessary. Disadvantaged pupils are encouraged to come to breakfast club for free to support attendance.

## 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
Insight Tracking	Equin
Jigsaw PSHE	Jigsaw
Little Wandle	Collins
National College	National College
TT Rockstars	Maths Circle
White Rose Maths	Sussex Maths Hub
Widgit	Widgit Online

## Service Pupil Premium Funding

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

This funding is primarily to help with pastoral support. We used it to:

- Support pupils' social, emotional and behavioural needs through ELSA support
- Provide free breakfast club to support the attendance of pupils

**The impact of that spending on service pupil premium eligible pupils**

Attendance for all service children was 94.5% (95.5% whole school).

Support for social and emotional needs was provided by LSA to mitigate the negative impact on our pupils when parents are deployed. It has helped them to have access to 1:1 support with an adult whom they feel they can approach. Last year one of our parents were deployed out of the country for a long period of time.

## Further Information

Our pupil premium strategy will be supplemented by these activities:

- A therapeutic approach in the school where emotional intelligence is taught weekly and supported by learning in whole school assemblies. This is significant to our work with disadvantaged pupils as our pupil premium children are more likely to demonstrate dysregulated behaviour and there is a higher number of safeguarding incidences amongst this group compared to non-pupil premium children.
- We have trained two members of staff as Mental health leads (Staff and pupils) using a government grant. The training we have selected focused on the training needs identified through the online tool: to improve our understanding of how best to support our pupils as well as giving the pupils a voice in how we address wellbeing in collaboration with parents.