

# Foxhill Primary School Pupil Premium Statement 2023- 2024

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Foxhill Primary School
Number of pupils in school	221 (Including Nursery) 203 (Excluding Nursery)
Proportion (%) of pupil premium eligible pupils	13 % (29 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sarah Thomason
Pupil Premium Lead	Amanda Griffin/Angela Fletcher/Chloe Dolby
Governor / Trustee lead	Richard Hainsworth

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,735
Recovery premium funding allocation this academic year	£1,200
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	£45,735

**Part A: Pupil premium strategy plan**

**Statement of intent**

Our ultimate objectives for our disadvantaged pupils:

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. 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. We will consider the challenges faced by all vulnerable pupils. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to 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 emerging information and the evolving individual needs of our children. We do not make assumptions about the impact of disadvantage, instead we assess and monitor each child robustly as an individual and looking at trends across school to identify learning needs, provision needs and more systemic needs such as staff CPD or school resourcing. The approaches we have adopted complement each other to help pupils excel.

**To ensure they are effective we will:**

- Implement robust assessment and tracking systems which teachers and leaders own, and act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for all pupils' outcomes including disadvantaged and raise expectations of what they can achieve

**We will strive to ensure:**

- all disadvantaged pupils in school make expected progress rates in order to reach age related expectations at the end of year 6, therefore being secondary ready.
- narrow the gap between disadvantaged and non-disadvantaged pupils within school over the coming years.
- We monitor the mental well-being of all children, particularly disadvantaged children.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils come to school with lower communication and language and generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Internal and external assessments indicate that attainment among all pupils including disadvantaged pupils has been impacted by partial school closures. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
3	Attendance of disadvantaged children is lower and persistent absence higher than for non-pupil premium children. This results in missed learning time and opportunities to access the curriculum and specific interventions, where these are planned.
4	<p>Research on children from disadvantaged backgrounds also shows they have less access to wider experiences including reading for pleasure materials, access to wider trips and learning as shows in this research - <a href="https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf">https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf</a></p> <p>We want more children to access and enjoy reading for pleasure.</p>
5	<p>Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Our range of assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure and now as a result of the current cost of living crisis. These challenges particularly affect disadvantaged pupils, including their attainment. Children with neurodiversity have also been impacted by the lack of opportunity to develop social and communication skills with peers. In the last 12 months more children have required additional support with social and emotional needs and are receiving small group interventions or referrals from the mental health team in 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when looked at with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Phonics outcomes also represent an improvement in this area.
Our new phonics scheme and catch up programme allows all children including disadvantaged to reach expected standard.	<p>Little Wandle phonics scheme is now well established in Reception and Year 1.</p> <p>Those children who haven't passed the phonics screening in Year 2 access the rapid catch up in Year 2.</p> <p>We have begun monitoring and tracking through FFT phonics/reading assessments to ensure gaps in knowledge a tackled promptly.</p>
Improved reading attainment among disadvantaged pupils.	KS2 reading predictions for 2024 show that more than 83% of disadvantaged pupils are targeted to be at expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing predictions for 2024 show that more than 83% of disadvantaged pupils are targeted to be at expected standard.
Effective support mechanisms and outcomes to support children with mental well-being, particularly our disadvantaged children.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> </ul> <p>Support for both children, staff and parents offered by the metal health team</p>
Improved attendance and punctuality for PP pupils to ensure that they are in school and ready to learn. Attendance data is in line with non- PP attendance data. Punctuality at school is improved.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 2%.</li> <li>• the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul>

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### 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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD training through CUSP on raising skills in writing and reading.</p>	<p>CPD for raising standards in writing and reading for both teachers/subject leader has been and is continued to be provided through CUSP.</p> <p>Writing moderation within Great Heights and with consultant for Years 2 and 6.</p> <p>EEF guide to pupil premium - tiered approach - teaching is the top priority, including CPD.</p>	<p>1,2</p>
<p>Embed Little Wandle DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Ensure that the core elements of phonics are taught consistently using the principles of "keep up not catch up".</p> <p>Ensure all new staff have received paid-for training to deliver the new phonics scheme effectively</p> <p>TA training to enable CPD development Whole staff</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   Toolkit Strand   Education Endowment Foundation   EEF 1</p>	<p>1</p>

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next steps Phonics training		
Ongoing support from mental health team, i.e. trauma injury, calming strategies etc	<p>This has informed one to one bespoke support for individual children, including non PP children</p> <p>EEF Evidence 'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Interventions focus on the ways in which students work with (and alongside) their peers, teachers, family or community.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotionallearning</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/beh">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/beh</a></p>	5
Develop and teach the wider curriculum considering ambitious scope, rigour, coherence (the big ideas and links within and between subjects) and careful sequencing as our measures of quality. Underpin this with explicit, intentional teaching of vocabulary	<p>CUSP curriculum Based on Ofsted evidence and priorities of scope, rigour, coherence and sequencing, increasing staff knowledge AND application of Cognitive Science can have a significant impact on rates of learning in the classroom</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf</a></p>	2

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

Budgeted cost: £15,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide intervention for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	2,3
Reignite reading for pleasure strategy through author of the month, reading assembly and reading ambassadors.	Evidence base for positive impacts of reading for pleasure strategies <a href="#">Reading for pleasure resources   BookTrust</a>	4
Broaden the offer provided to children at Foxhill through experience days and trips  Begin to develop forest school areas	<a href="#">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a>	4
Rigorous monitoring of attainment and progress through FFT assessment system	Monitoring of PP children throughout the school year.	1, 3
Family Liaison Officer to support families with attendance and acute need Embedding principles of good practice set out in the DfE's Improving School Attendance advice.		

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

Budgeted cost: £12,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison Officer to support families with attendance and acute need Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	Latest attendance figures.  Send letters to parents when child's attendance falls below 90%. SLT meet with parents when attendance is not raised and create an action plan.  Monitor and support parents with punctuality.  Attendance percentages displayed on website to inform parents. Lost learning grid is on the website and goes on	3

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	<p>the newsletter regularly to remind parents about the importance of attendance and punctuality.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parent">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parent</a></p>	
Provide uniform for disadvantaged children and provide music tuition for some disadvantaged children	Give children a sense of belonging.	5
Induction programme for the new Well-being champions and raising awareness of them and their work across school.	Create a sense around school that there is always someone for children to talk to including their peers.	5
Supporting families to ensure better outcomes for pupils	<p>Track vulnerable families and ensure records are updated regularly. Contact families experiencing difficulties to offer support where necessary. To diminish any differences between PP pupils and non-PP pupils, by ensuring clothes in correct school uniform and/ or PE kit. Ensure that pupils are well nourished, punctual and ready for learning and further develop social skills.</p> <p>To continue to improve SEAL and behavioural issues of pupils. Assemblies deliver key messages and aspects of Positive behaviour policy focusses on achievement and rewards.</p> <p>Key staff are trained in mental health awareness and anxiety and deliver interventions to pupils.</p> <p>Wellbeing surveys from pupils and families evidence higher levels of social and emotional issues, especially due to COVID-19 and school closures.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> Research tells us that hungry children find it harder to concentrate and learn.</p>	5

**Total budgeted cost: £ 45,735**

**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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

DfE has shared our school's 2023 performance data with us. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2022/23 was in line with our expectations.

As evidenced in schools across the country, school closures was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

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## Year 6 2023

		Pupils	Actual results			Pupil progress		
			Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma) DFE	% Higher standard (Re, Wr, Ma) DFE	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)
Gender	Male ›	15	105.1	53%	7%	+1.5	-4%	+2%
	Female ›	15	108.2	80%	20%	-0.0	+7%	+8%
DFE Prior Attainment	Higher attainers ›	8	113.8	100%	50%	+2.8	+7%	+23%
	Middle attainers ›	16	105.2	75%	0%	+0.2	+6%	-2%
	Lower attainers ›	6	99.6	0%	0%	-0.6	-18%	-0%
Pupil Premium	FSM (in last 6 years) ›	4	104.9	75%	25%	+0.1	+14%	+12%
	Not FSM (in last 6 years) ›	26	106.9	65%	12%	+0.8	-0%	+4%
FSM	FSM ›	3	107.7	100%	33%	+0.1	+23%	+16%
	Not FSM ›	27	106.5	63%	11%	+0.8	-1%	+4%

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**Year 2 2023**

		<b>Actual results</b>		
		Pupils	% Expected Standard + (Re, Wr, Ma)	% Higher Standard (Re, Wr, Ma)
<b>Gender</b>	Male ›	15	67%	13%
	Female ›	15	60%	13%
<b>Pupil Premium</b>	FSM (in last 6 years) ›	2	50%	0%
	Not FSM (in last 6 years) ›	28	64%	14%
<b>FSM</b>	FSM ›	2	50%	0%
	Not FSM ›	28	64%	14%

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

**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?	