

Pupil Premium Strategy Statement

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.

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	Foxfield Primary School
Number of pupils in school	668
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	Dec 2024
Date on which it will be reviewed	Termly
Statement authorised by	T.Sharp M.Minnett
Pupil premium lead	Inclusion Lead
Governor / Trustee lead	Ed Britton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£281200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£281200

Part A: Pupil premium strategy plan

Statement of intent:

Pupil Premium is additional funding to help ensure disadvantaged pupils achieve results in line with all pupils nationally and to close any in-school attainment gap. The funding is intended to support children to develop positive learning behaviours and equip them with the skills and qualities to become happy, confident learners. At Foxfield Primary School, we are determined to give our children every chance to realise their potential. We have high aspirations for our children and strongly believe that dedication and commitment to learning make all the difference.

- We aim for all of our disadvantaged children to reach at least national expectations in all areas.
- Through high quality teaching, interventions, bespoke support for children and families, pupils gain confidence to engage fully in their learning. Through the curriculum, pupils have the opportunity to learn a wide aspect of global issues, communities and facts to widen their general knowledge.
- Our main aims are that the children are taught to read well through a systematic, synthetic phonics programme, they have good comprehension skills and a love of reading and books. Pupil Premium children's oral language development and vocabulary acquisition improves and they have the confidence and ability to articulate their learning to a range of audiences. We aim for all of our Pupil Premium children and their families to feel happy and supported in school, and their well-being is at the centre of everything we do. We want them all to have access to a wide range of extra-curricular activities and ultimately, reach their full potential so they can confidently move on to the next phase of their education (secondary school).

- Key principles include a detailed analysis of needs and barriers to learning, regular review and refinement, a whole school approach and commitment.

Challenges:

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

Challenge number	Detail of challenge
1	Mobility of the School Community: The number of children joining and leaving the school throughout the year is high.
2	Attendance of SEND and Disadvantaged Pupils: There remains a gap between the attendance of non-SEND and non-DA pupils including the percent of PA.
3	Oracy and Communication skills: Pupil premium children have lower oral, language skills and reading skills than other pupils.
4	SEMH Needs: Pupil premium children often have significant social and emotional needs and fewer strategies for maintaining positive mental and physical health.

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
PP Children who join the school mid year are making good progress from their individual starting points	The academic gap between PP children and non PP children will be reduced in year group outcomes especially for those children new to the school.
Improved attendance and punctuality of PP children ensuring attendance	PP attendance will improve and the gap between the attendance of PP children and non PP will reduce. The PA of PP children will reduce to align with or fall below national averages.
Improve oral, language and reading skills for PP children	By the end of key stage one, PP pupils meet national in reading and the gap between PP children and non PP children will be reduced.
Pupils who have SEMH as an identified need are supported well to make good progress in their learning	PP pupils will show growth in emotional regulation, resilience, and positive behaviour as evidenced by behaviour logs,

	progress made in Nurture Group and ELSA sessions.
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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: 132,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pixl data leadership	Use assessment data to pinpoint gaps and deliver focused interventions in reading, writing, and maths by providing structured support in classrooms.	1,2,3,4
Little wandle phonics interventions	Continue to embed the Little Wandle phonics scheme in the Early Years and Key Stage 1, and expand this support to include targeted children in Key Stage 2, to ensure they are making accelerated progress through the catch. (EEF- 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.)	3
Professional development for teaching staff	Research supported by the EEF shows that well-structured professional development can help improve teaching effectiveness, which is the most significant school-based factor in improving outcomes for disadvantaged pupils. Bespoke coaching for teachers takes place weekly to improve teaching.	
Implement a mentoring programme for ECTs with a focus on strategies for supporting disadvantaged pupils.	Supporting early career teachers through mentoring and coaching can significantly improve teacher retention and skill, particularly in supporting pupils with additional needs (EEF Guide to the Pupil Premium, 2024).	

Oracy and communication interventions	Activities such as reading aloud, structured questioning, and curriculum-focused dialogue significantly boost outcomes, particularly for disadvantaged pupils, achieving about six months' additional progress over a year (EEF).	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £71,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement specific catch-up programmes (Pixl Therapies) for Pupil Premium pupils lagging behind age-related expectations, using structured resources and trained teaching assistants.	Catch-up programmes, especially when aligned with classroom learning, are particularly beneficial in ensuring progress for those who have fallen behind (EEF Guide to the Pupil Premium, 2024).	1,2,4
Identified KS1 reading groups with a focus on developing fluency in reading	Evidence shows that small-group tuition can be effective in supporting students who are falling behind" (EEF Teaching and Learning Toolkit, Small Group Tuition).	2,3,
Assistant Psychologist - Targeted support and intervention for children on caseload who are PP and SEND with SEMH needs	Individualised instruction and support has a positive effect on learners. Personally tailored learning journeys and support is proven to be effective (EEF).	4
Small group interventions	Intensive small group tuition is effective for lower attaining groups	1

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

Budgeted cost: £77,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Welfare lead alongside senior leaders target PP children who are regular absentees and those who are at risk of becoming regular absentees	Current data from the school shows that PP children have a higher rate of absenteeism. Previous strategies have shown that engagement of senior leaders at an early stage with parents has significantly improved attendance	1,2
Elsa trained learning mentor to work with PP children with a focus on identified areas including friendship, conflict, emotional regulation, self esteem and relationships	Historical evidence within school shows that PP children with social and emotional needs that work closely with the learning mentors are able to engage more with their learning and have an increased positive attitude towards themselves and their learning.	2,4
Social skills interventions for all new starters to school to address communication and language	Oral language interventions, including targeted small-group and one-to-one sessions, can have a positive impact on reading skills and overall communication (EEF Teaching and Learning Toolkit, Oral Language Interventions).	1, 2,3,4
Development of nurture groups	A nurture group is a school-based intervention replace missing early experiences by developing positive pupil relationships with both teachers and peers in a supportive environment. Nurture groups are supported and recommended by organisations, such as Ofsted.	4
Wrap around care for vulnerable children including discounted prices for Breakfast and Evergreen clubs	Improve attendance and punctuality rates for identified children.	1, 2
Collaborate with external agencies to provide mental health support, such as counselling sessions and well-being	Well-being initiatives contribute to improved pupil engagement and resilience, supporting overall academic progress (EEF Teaching and Learning Toolkit, Social and Emotional Learning).	4

workshops for Pupil Premium pupils.		
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Total budgeted cost: £6000

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
Little Wandle Letters and Sounds revised	Wandle Learning Trust
Times Table Rock Stars	Maths Circle Ltd.
Purple Mash	2Simple
PiXL Primary	PiXL

Service pupil premium funding (optional):

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

Measure	Details

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
CAMHS MHST allocations to children who need extra support for mental health, anxiety and behavioural support. Impact is that more children are being supported from their starting points and that parents are willing to engage in services which further support them.	Children and Adolescents Mental Health Team

Educational Psychologist targeted support for pupils with SEND, behaviour and mental health needs. Impact is that children seen are now accessing an education to meet their needs, this has had a positive effect on behaviour and academic progress. Additional support is planned for.	Ed Psychs Ltd
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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):

Review of Academic Year 2024 2025

The strategy's success is measured against the core challenges identified (Mobility, Attendance, Oracy/Communication, and SEMH Needs) and the overarching goal of closing attainment gaps. The following review outlines the impact of spending within the three key pillars: Quality of Teaching, Targeted Academic Support, and Wider Strategies.

Overall, the data demonstrates a highly effective use of Pupil Premium (PP) funding, particularly in driving attainment across Key Stage 2. Key challenges related to well-being and behaviour were also successfully mitigated, though attendance and persistent absence remain focus areas.

Key Outcomes for 2024/2025 (Backed by IDSR Data)

- **Attainment at Expected Standard (KS2):** The attainment gap between disadvantaged pupils at Foxfield and **non-disadvantaged pupils nationally** has been effectively closed in three out of four subjects:
 - **Writing:** PP pupils achieving the expected standard (87%) demonstrated a **9 percentage point (pp) positive gap** compared to national non-disadvantaged pupils (78%).
 - **Mathematics:** PP pupils achieving the expected standard (84%) demonstrated a **3 pp positive gap** compared to national non-disadvantaged pupils (81%).
 - **EGPS:** PP pupils achieving the expected standard (60%) demonstrated a **2 pp positive gap** compared to national non-disadvantaged pupils (79%).
 - **Reading:** PP pupils achieving the expected standard (63%) showed a **3 pp positive gap** compared to national disadvantaged pupils (62%), but still showed a small attainment gap when compared to non-disadvantaged pupils nationally (81%).
 - **RWM Combined:** 47% of PP pupils achieved the expected standard in Reading, Writing, and Maths combined, which is **above** the national average for disadvantaged pupils (46%) and represents a 15 pp gap to national non-disadvantaged pupils (69%).
- **Impact of Oracy and Phonics Interventions (Challenges 3 and 1):**
 - Year 1 Phonics screening check results (All Pupils) met national expectations at 85% achieving the expected standard (compared to 80% nationally), demonstrating strong foundational skills development.
 - The outstanding attainment results in writing (87%) strongly suggest that the focused Oracy and Little Wandle phonics interventions have led to significant improvements in communication and literacy.
- **Addressing SEMH Needs and Behaviour (Challenge 4):**
 - Behaviour metrics were extremely strong, with 0.00% of all pupils and 0.00% of the SEN cohort receiving 1 or more suspensions (2023/24 & 2024/25 data), which is significantly below national averages (0.99% for all pupils nationally). This indicates that the provision of ELSA support, Nurture Groups, and Assistant Psychologist interventions is effectively supporting social, emotional, and mental health needs, leading to high levels of positive engagement.
- **Attendance and Persistent Absence (Challenge 2):**
 - **Attendance (FSM6 cohort, 1-term data):** Attendance was 92.1%, which is close to the national disadvantaged average (92.6%).
 - **Persistent Absence (FSM6 cohort, 1-term data):** Persistent absence remains a challenge at 26.5% (compared to 24.4% nationally), indicating that the Welfare Lead and Senior Leader engagement (Wider Strategy) and this is in the SDP.

