

# Pupil premium strategy statement for Foxton Primary School



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Foxton Primary School
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2022/2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Stephen Atkinson Janet Muir Headteacher
Pupil premium lead	Stephen Atkinson
Governor / Trustee lead	Joseph Sherry

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,795
Recovery premium funding allocation this academic year	£2,000
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	£16,795

## Part A: Pupil premium strategy plan

### Statement of intent

At Foxtton Primary School, our main objective is to improve attainment for disadvantaged pupils regardless of their background or other possible challenges they may face. We intend that disadvantaged pupils will make good progress across the curriculum and attain well in all subject areas. We carefully track and monitor the progress of all children to ensure they are supported regardless of whether they are working towards, at or greater depth within their age related expectations.

Our pupil premium strategy plan targets those who are eligible for pupil premium funding but also works hard to offer support for other disadvantaged pupils as well as other children who are likely to benefit from the objectives set below.

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 strategy is also integral to wider school plans for education recovery post Covid, notably in its targeted 1:1 and small group support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach is flexible and adaptable, depending on individual and wider group needs both academically as well as socially and emotionally. In order to ensure efficacy, we will use robust assessments and evidence-based principles to inform our approach. Our approach is rooted in our school ethos where all staff take responsibility for the outcomes of all pupils, including disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Mental Health and Wellbeing</u></b></p> <p>Observations and discussions with pupils and parents indicate that a majority of our disadvantaged pupils have a moderate to serious mental health and well-being difficulty. These manifest as both externalized and internalized negative behaviours.</p> <p>Referrals for support have markedly increased. 10 pupils (7 of whom are disadvantaged) currently require additional support with social and emotional needs, each receiving or waiting to receive 1:1 Play Therapy with YMCA.</p>
2	<p><b><u>Speech and Language Development</u></b></p> <p>Assessments, observations, and discussions with pupils and teachers suggest that disadvantaged pupils generally have greater difficulties with expressive and receptive language. This has been observed from Reception to KS2 pupils.</p> <p>On entry to Reception class this year, 80% of our disadvantaged pupils arrive below age-related expectations in Literacy, communication and language.</p>
3	<p><b><u>Mathematics</u></b></p> <p>Internal summative and formative assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class this year, 80% of our disadvantaged pupils arrive below age-related expectations in maths. This continues in KS2 where 75% of disadvantaged pupils are not working at Age-Related Expectations, in comparison to 15% of non-disadvantaged pupils.</p>
4	<p><b><u>Reading</u></b></p> <p>Assessments, observations, and discussions with pupils and teachers suggest that disadvantaged pupils generally have greater difficulties with reading. This is in relation to decoding, comprehension, as well as engagement with reading at home.</p> <p>In KS2, 67% of disadvantaged pupils are not working at Age-Related Expectations, in comparison to 12% of non-disadvantaged pupils</p>
5	<p><b><u>Writing and spelling</u></b></p> <p>Assessments, observations, and discussions with pupils and teachers suggest that disadvantaged pupils generally have greater difficulties with writing, in particular spelling.</p>

	In KS2 67% of disadvantaged pupils are not working at Age-Related Expectations, in comparison to 24% of non-disadvantaged pupils.
6	<b><u>Attendance</u></b> Attendance for some children in receipt of PP showed that some PP children had attendance below 96% and had a greater percentage of unauthorised absence.

## 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
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of well-being from 2022/2023 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in resilience</li> <li>• a significant increase in participation in learning</li> <li>• a significant improvement in positive interactions and friendships between pupils</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils.	Summative assessments indicate significantly improved oral language among disadvantaged pupils in EYFS, where the disparity is greatest. This is also evident in other key stages, where pupils will demonstrate higher levels of oral and written vocabulary and confidence in their spoken language through pupil voice, observations and other on-going assessments.
Improved attainment in maths across the school for disadvantaged pupils.	EYFS, KS1 and KS2 summative assessments show that accelerated progress is made in maths for disadvantaged pupils. Analysis of data and monitoring of PP group will show that these children are making progress at least in line with their peers (identified in Pupil Progress Meetings). Attainment of disadvantaged pupils across school in maths by 2024/2025 show that attainment in maths is increasing each year.
Improved attainment in reading across the school for disadvantaged pupils.	EYFS, KS1 and KS2 summative assessments show that accelerated progress is made in reading for disadvantaged pupils. Analysis of data and monitoring of PP group will show that these children are making progress at least in line with their peers (identified in Pupil Progress Meetings). Attainment of disadvantaged pupils across school in

	reading by 2024/2025 show that attainment in reading is increasing each year.
Improve attendance of all pupils, especially our disadvantaged children, particularly where absence is not authorised	Continue with targeting of children as soon as attendance and punctuality falls. Reduce the number of persistent absentees among pupils eligible for pupil premium. Overall pupil premium attendance continues to improve in line with other pupils.

## 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: **£7795**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and use of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2, 3, 4, 5
<p>Tailoring of our Letters and Sounds programme to align with standards set out in DfE Phonics framework</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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 4, 5
<p>Every child receives teaching which is good in every classroom every day. CPD for teachers to enable high quality teaching for all. Core subject leaders to attend relevant courses and disseminate their learning to wider staff.</p>	<p>Education Endowment Foundation (EEF) report 2019 states that “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p>	2,3,4,5
<p>Continuing Professional Development. A focus on ensuring all teaching remains good or better through training (Primary Offer), supporting retention of good staff and a focus on good wellbeing for staff.</p> <p>- New to headship</p>	<p>Education Endowment Foundation (EEF) report 2019 states that “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p>	2,3,4,5

<ul style="list-style-type: none"> <li>- Maths Hub</li> <li>- English lead/Reading for pleasure</li> <li>- SEND</li> <li>- Dyslexia</li> </ul>		
Continued professional development of staff to improve maths teaching and planning, using White Rose resources and Mastery learning in mathematics.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	3
Continued professional development of staff to improve phonics and reading within teaching and planning, using LA courses, Advisors, resources.	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a>	2, 4

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

Budgeted cost: **£4000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	2, 4, 5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Maths Subject Leader to access Maths Hub resources and CPD (including Teaching for	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachme">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachme</a>	3

<p>Mastery training) to disseminate to staff. To use White Rose Maths to aid planning.</p> <p>Small intervention groups using Edge Hill interventions.</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf">nt_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber</a></p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 4
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3, 4, 5
<p>Explicitly taught reading comprehensions strategies.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	4

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

Budgeted cost: **£5000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Whole staff training on therapeutic approaches to positive behaviour management (Hertfordshire Steps) the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="http://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://thegrid.org.uk/send-and-additional-needs/behaviour-management-hertfordshire-steps">https://thegrid.org.uk/send-and-additional-needs/behaviour-management-hertfordshire-steps</a></p>	<p>1, 6</p>
<p>YMCA play therapy on a 1:1 basis, including surveys, parent meetings and weekly sessions with pupils.</p>	<p>Cognitive Behavioural Therapy and Play Therapy have long been proven to improve emotional literacy and agency:  <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2989834/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2989834/</a>  <a href="https://www.ymcaeastssurrey.org.uk/children/emotional-wellbeing-mental-health/evidenced-based-therapies/">https://www.ymcaeastssurrey.org.uk/children/emotional-wellbeing-mental-health/evidenced-based-therapies/</a></p>	<p>1,6</p>
<p>Contingency fund for enrichment opportunities, to support trips, visits, sporting events and musical activity for disadvantaged pupils.</p>	<p>Based on our experiences, disadvantaged families welcome this and it helps to support emotional wellbeing</p>	<p>All</p>
<p>Impact of YMCA training for staff</p>	<p>Intervention groups led by TAs have proven to be successful approaches to support emotional wellbeing.</p>	<p>1, 6</p>

**Total budgeted cost: £16795**

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. We used careful teacher assessment to assess where our students were in preparation to support their progress during the next year. As evidenced in schools across the country, school closure was the most detrimental to disadvantaged pupils. The impact was mitigated by our provision of a high quality curriculum, including periods of partial closure. We provided a range of blended learning styles and regular live teaching for all classes (both small groups and whole class) as well as supporting our most vulnerable children within school.

At times when all pupils were expected to attend school, lateness among disadvantaged pupils meant some children missed crucial learning time each day when catch-up teaching as a result of COVID-19 was taking place.

Nationally, pupils' wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for pupils, and targeted interventions when required. We are continuing to implement that successful approach with the activities detailed in this plan.

### Externally provided programmes

Programme	Provider
<a href="#">Readiwriter</a>	<a href="#">3 P Education</a>
<a href="#">Mathletics</a>	<a href="#">3 P Education</a>
<a href="#">Spag.com</a>	<a href="#">Orchard Digital Ltd</a>
<a href="#">YMCA Play therapy</a>	<a href="#">YMCA</a>

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.  
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>
- developing a wider range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Every class has a class reader and all children are read to daily by an adult.
- Every teacher and TA is trained in STEPS

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated activities undertaken in previous years. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with students and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.