

# Pupil premium strategy statement for Foxton Primary School



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	Foxton Primary School
Number of pupils in school	77
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	February 2025
Dates on which it will be reviewed	Next Review – Dec 2025 Last Review – Dec 24
Statement authorised by	Janet Muir (Headteacher)
Pupil premium lead	Janet Muir (Headteacher)
Governor / Trustee lead	Joseph Barker-Sherry

## Funding overview

Detail 2024 to 2025	Amount
Pupil premium funding allocation for the academic year 24-25	£32,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£32,560</b>

## 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 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>Attendance</u></b> Attendance monitoring demonstrates that attendance levels for disadvantaged children are lower than non-disadvantaged children. Gaps in learning then develop, which can make it more difficult to sustain progress.</p> <p>Emotionally Based School Avoidance (EBSA) has also increased recently, resulting in higher absence and linking to Mental Health and Wellbeing.</p>
2	<p><b><u>Mental Health and Wellbeing</u></b> 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 externalised and internalised negative behaviours.</p> <p>Referrals for support have markedly increased. 14 pupils (9 of whom are disadvantaged) currently require additional support with social and emotional needs, each receiving or waiting to receive 1:1 Play Therapy with Allyance or the Acorn Project.</p> <p>There are a high number of PP pupils with SEND and additional needs, as a result social and emotional development needs are higher for eligible pupils, which can slow progress.</p>
3	<p><b><u>Speech and Language Development</u></b> 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, 50% of our disadvantaged pupils arrive below age-related expectations in Literacy, communication and language.</p>
4	<p><b><u>English: Reading, Writing and spelling</u></b> Teacher monitoring highlights that disadvantaged children read less at home than their peers, which means they develop fluency and comprehension skills at a slower rate. This then impacts their ability to access other curriculum areas, such as history and science.</p> <p>Assessments, observations, and discussions with pupils and teachers suggest that disadvantaged pupils generally have greater difficulties with writing, in particular spelling.</p> <p>At the end of KS2 in 2024, 20% of disadvantaged pupils were not working at Age-Related Expectations for reading and 60% for writing.</p>
5	<p><b><u>Wider Enrichment Activities</u></b> Teacher monitoring highlights that disadvantaged children have limited access to wider enrichment activities and as a result, decreased cultural capital – trips, extra curriculum activities.</p>

## Intended outcomes 2024 - 2027

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>Improve attendance of all pupils, especially our disadvantaged children, particularly where absence is not authorised</p> <p>Continue establishing good attitudes to attendance and punctuality from EYFS onwards, so that all year groups have attendance, which is average or above.</p>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Overall attendance for disadvantaged pupils, including EYFS, is promoted and challenged such that pupils understanding will be good and are ready to learn without gaps in learning.</li> </ul>
<p>To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.</p> <p>All pupil premium children with SEMH needs are identified and given support and intervention. This includes children who may have underlying needs such as anxiety.</p>	<p>Sustained high levels of well-being will be demonstrated by:</p> <ul style="list-style-type: none"> <li>- Qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>- A significant increase in participation in learning</li> <li>- All children have appropriate support and identification for SEMH needs.</li> <li>- Eligible children are priority for targeted intervention</li> <li>- A significant increase in resilience</li> </ul>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>To secure high quality teaching for disadvantaged pupils with identified communication and language needs. Targeted intervention to accelerate progress.</p>	<ul style="list-style-type: none"> <li>- Combined reading, writing and mathematics outcomes of disadvantaged pupils are in line with identified year group targets and those with additional needs make expected or accelerated progress.</li> <li>- Children who receive targeted intervention, make the expected progress and maintain the gains post intervention.</li> <li>- Work scrutiny shows that children are using language and vocabulary across the curriculum.</li> </ul>
<p>Improved attainment in reading, writing and spelling across the school for disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>- Disadvantaged pupils' attainment in reading, writing and spelling is in line with national for this group.</li> <li>- Accelerated progress for children in receipt of interventions and other targeted support.</li> <li>- All disadvantaged pupils who attain GLD at the end of EYFS and GDS in KS1 make the transition to greater depth in KS2 with a proportion of children making accelerated progress.</li> <li>- EYFS, KS1 and KS2 summative assessments show that accelerated progress is made in reading, writing and spelling 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).</li> </ul>
<p>Continue to provide enrichment experiences for learning that children including local trips, visit to the theatre, residential trips. Wraparound care provision with after school activities</p>	<ul style="list-style-type: none"> <li>- Maintained and increased access and participation in high quality wider curriculum opportunities is planned into curriculum provision.</li> <li>- Wraparound care to support families whose parents are working</li> </ul>

## 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: **£9000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Professional development for teachers to support the implementation of evidence-based approaches.</b></p> <p>Research into most suitable DfE validated systematic synthetic phonics programme to teaching. Purchase of scheme. Then suitable training for staff across the school.</p>	<p>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.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Reading Comprehension Strategies</a>  <a href="#">Improving the teaching and learning of Literacy</a></p>	<p>3, 4</p>
<p>Use of Subject Leaders to further develop teaching and learning across the school – modelling, team teaching and supporting (Subject Lead release time).</p> <p>Booking onto LA courses through Primary Offer and support from LA Advisors</p> <p><b>Mentoring and coaching for teachers</b></p> <p>Continued professional development of staff with a focus on Mastery learning in mathematics.</p>	<p>Research shows that: ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’</p> <p>EEF Effective Professional Development Guidance Report and Mastery Learning</p> <p><a href="#">Effective Professional Development</a></p> <p><a href="#">Mastery learning</a></p>	<p>3, 4</p>

<p><b>Technology and other resources to support high quality teaching and learning</b></p> <p>Such as software to support children’s learning and support assessment.</p> <p>Software to support children’s use of technology who struggle with writing</p>	<p>EEF recommendations for using digital technology to improve pupils’ learning</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Technology%20and%20other%20resources%20to%20support%20high%20quality%20teaching%20and%20learning">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Technology%20and%20other%20resources%20to%20support%20high%20quality%20teaching%20and%20learning</a></p>	<p>3, 4</p>
<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 (Primary Offer) and disseminate their learning to wider staff. This in turn supports retention of good 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>	<p>3, 4</p>
<p>Purchase and further use of standardised diagnostic assessments (NFER Tests) to be able to provide a comparison.</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>3, 4</p>
<p><b>Evaluation 2024 to 2025</b></p>		

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

Budgeted cost: **£6280**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions to support language development, literacy and numeracy</p>	<p>Well deployed teaching assistants and targeted deployment is shown to have a positive effect. Teaching assistants should be trained to deliver the specific intervention for a specific number of sessions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>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:</p> <p><a href="#">Oral Language Interventions</a></p>	<p>3, 4</p>
<p>In class additional support for pupils who are not on track to meet the expected standard.</p> <p>Explicitly taught reading comprehensions strategies through targeted support</p>	<p>Research shows that: ‘A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates.’</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p>‘Reading comprehension strategies focus on the learners’ understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.’</p> <p><a href="#">Reading Comprehension Strategies</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><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></p>	<p>3, 4</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</p>	<p>3</p>

	shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics +5 months</a>	
<b>Evaluation 2024 to 2025</b>		

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

Budgeted cost: **£17,280**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting attendance, including approaches outlined in the DfE's <a href="#">Working Together to Improve School Attendance guidance</a></p> <p>Regular attendance meetings, discussions with parents</p> <p>Attendance Officer and staff working together to improve attendance</p> <p>Introduction of Attendance certificates</p> <p>Embedding principles of good practice set out in the DfE's guidance on working together to improve School Attendance</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="#">Working Together to Improve School Attendance. August 2024.</a></p>	1, 2, 5
<p><a href="#">Communicating with, and supporting parents, such as shared book reading</a></p> <p>Workshops for parents to support reading, maths and support with homework</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes: EEF</p> <p><a href="#">Working with parents to support children's learning</a></p>	1, 2, 5
<p><a href="#">Extracurricular activities, including sports, outdoor activities and arts.</a></p> <p><a href="#">Extending school time.</a></p> <p><a href="#">Breakfast clubs and meal provision.</a></p> <p>Funding provided towards school trips, residential visits, peripatetic teaching, external clubs.</p> <p>This is an important aspect of support to our PP families.</p> <p>Funding provided towards After school Club. After school club has a timetabled focus each evening and an element of daily sport and art activities.</p>	<p>Research shows that: 'There is a small positive impact of physical activity on academic attainment. While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access high quality physical activity for the other benefits and opportunities it provides.'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	1, 2, 5

Moving forwards – looking towards reintroducing Breakfast Club once significant demand allows	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	
Whole staff training on therapeutic approaches to positive behaviour management (Cambridge Therapeutic Thinking) with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Allyance play therapy on a 1:1 basis, including surveys, parent meetings and weekly sessions with pupils. Acorn Project used where required for specialised support	Research shows that: ‘Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.’ <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>  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>	1, 2
Funding for all eligible children to access milk and snack daily.	Government legislation	1, 2, 5
<b>Evaluation 2024 to 2025</b>		

**Total budgeted cost: £32,560**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

2023 to 2024					
<u>Yr 6 KS2 SATs Data against National Data:</u>					
SUBJECT	EXS+ (>100)	GDS (>110)	Pupil Premium (5 chn)	SEND (2 chn)	National EXS+ (>100)
Reading	79% <b>86%</b>	36%	80%	50%	74%
SPaG	71%	29%	60%	50%	72%
Maths	71%	43%	60%	50%	73%
Writing TA	71%	7%	40%	0%	72%
Science	64%	7%	40%	0%	81%
Combined (RWM)	64%	7%	40%	0%	61%

  

<u>EYFS:</u>				
No of chn:	Pupil Premium	SEND	EAL	GLD
10	3 67% Achieved GLD	1 100% Achieved GLD	1 0% Achieved GLD	70%

  

<u>Yr 1 – Phonics:</u>				
No of chn:	Pupil Premium	SEND	EAL	Phonics
7	1 100% achieved phonics	1 100% achieved phonics	1 0% achieved phonics	86%

### Externally provided programmes

Programme	Provider
Allyance Play Therapy	Allyance
Mathletics	3 P Education
Spelling Shed	Ed Shed Ltd

## Further information

### **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 (linked to After school club) 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 Cambridgeshire Therapeutic Thinking (formally 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 pupils 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.