

Pupil Premium Strategy Statement

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	17%
Academic year that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Phillip Clark, Head Teacher
Pupil premium lead	Phillip Clark, Head Teacher
Governor lead	Kevin Collins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,140
Recovery premium funding allocation this academic year	£4,160
Pupil premium funding carried forward from previous years	£3,331
Total budget for this academic year	£25,631.00

Part A: Pupil premium strategy plan

Statement of intent

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.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set;
- act early to intervene at the point need is identified;
- have the same opportunities as their peers;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

At Foxtan Primary school, we are committed to meeting all of our pupils' pastoral, social and academic needs in a caring and nurturing environment. We treat all our pupils as individuals and work hard on getting to know them and their own unique needs. Every child in our care, inclusive of any child who is in receipt of the pupil premium, is valued, respected and entitled to develop to their full potential and we recognise as members of staff and Governors that we need to ensure that the right provision is in place.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

Regular attendance in school is compulsory in order for children to reach their potential. However, our attendance figures show that of our pupil premium group has lower rates of attendance of those not in receipt of pupil premium. In order to combat this, our strategy is to focus on encouraging attendance through getting to know the families and working hard to develop strong working partnerships. We understand that by doing this, we meet the well-being needs of pupils and families. We work hard to positively encourage our pupils to develop a love of school so that our children have a desire to attend. Through work with our ELSA lead and Pupil Mentor, we strive to communicate well with our families offering additional emotional and well-being support when and where needed.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

We know that quality first teaching is the best strategy to ensuring our pupil's academic success. Consistent, high quality well planned and delivered lessons, lead to positive academic outcomes for all of our children.

In addition to first quality teaching, we put in place targeted intervention to address individual children's needs through one to one and small group teaching. Our teaching and support staff, who know our children best, deliver this additional support for learning.

We identify small group of pupils who are not making the progress we would expect and seek to provide bespoke intervention based on their needs using a tutor.

To ensure equality of opportunity of pupils in receipt of pupil premium.

Pupils in receipt of pupil premium should not be denied the opportunities of their peers due to the financial situation of their parents/carers.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of pupils who receive Pupil Premium is below that of their peers.
2	Assessment results of pupils who receive Pupil Premium is below that of their peers.
3	Pupils who receive Pupil Premium do not look part of the school.
4	Pupils who receive Pupil Premium have less access to extra-curricular opportunities.
5	Pupils who receive Pupil Premium have less of a balanced diet.

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 attendance.	Attendance % is improved. Overall absence 5.3% (full 2018/2019 academic year).																		
Narrow the attainment gap between Pupil Premium children and their peers. Improved reading attainment among disadvantaged pupils.	<table border="0"> <thead> <tr> <th></th> <th colspan="2">GL Standardised Score</th> </tr> <tr> <th></th> <th>English Gap</th> <th>Maths Gap</th> </tr> </thead> <tbody> <tr> <td>• Year 3</td> <td>2</td> <td>19</td> </tr> <tr> <td>• Year 4</td> <td>29</td> <td>26</td> </tr> <tr> <td>• Year 5</td> <td>40</td> <td>33</td> </tr> <tr> <td>• Year 6</td> <td>-12</td> <td>2</td> </tr> </tbody> </table>		GL Standardised Score			English Gap	Maths Gap	• Year 3	2	19	• Year 4	29	26	• Year 5	40	33	• Year 6	-12	2
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• Year 3	2	19																	
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No child should have to go without the correct uniform. Support is in place to provide for those that cannot provide for themselves.	Pupil Premium children look smart and can not be identified as 'Pupil Premium' children by their appearance.																		
Equality of access to extra-curricular activities, including school trips – cost is not a barrier for taking part.	Pupil Premium children attend and enjoy extra-curricular activities and school trips.																		
Children have access to fruit, vegetables and milk.	Pupil Premium children receive the nutrition they need to stay healthy.																		

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: **£16,426.09**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Learning Support Assistant hours.	Children receive more individual attention so misconceptions can be spotted earlier and addressed.	2
Improve the quality of social and emotional (SEL) learning. Pupil Mentor has weekly sessions with Pupil Premium children to address social and emotional needs as well as any learning needs.	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 Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 2

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

Budgeted cost: **£6,430.94**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Use of Third Space Learning for remote 1 to 1 mathematics tutoring.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>

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

Budgeted cost: **£2,773.97**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide milk and fruit or vegetables at breaktimes for Pupil Premium children.	Children who feel hungry do not learn effectively.	2, 5
Provide uniform for the Pupil Premium children.	Children who don't feel the same as their peers because they are not in the correct uniform negatively effects their self esteem which impacts on learning.	2, 3
Provide a range of extra-curricular activities and school trips.	Children have equality of access to activities and trips to extend their experiences and interests as well as expand learning opportunities.	1, 2, 4

Total budgeted cost: £25,631

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. The GL Standardised Score gaps with their peers were:

	English Gap	Maths Gap
• Year 3	2	19
• Year 4	29	26
• Year 5	40	33
• Year 6	-12	2

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure 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. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Overall attendance in 2020/21 was lower than in the preceding years at 94.7%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was lower than their peers and persistent absence was higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, 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 all pupils, and targeted interventions

where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
1 to 1 Maths Tutoring	Third Space Learning