Pupil premium strategy statement – Foxton Primary School 2023/24

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	23.26%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022/23 2023/24 2024/25
Date this statement was published	23/11/2023
Date on which it will be reviewed	23/02/2024
Statement authorised by	George Norman
Pupil premium lead	George Norman
Governor / Trustee lead	Vic Davinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,900
Recovery premium funding allocation this academic year	£2175
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£25,075

Part A: Pupil premium strategy plan

Statement of intent

The Foxton mission statement and school values set out that we want all our pupils to be knowledgeable, well-rounded and confident global citizens. We do this by providing an engaging and purposeful curriculum. Our core purpose is learning, and we identify that it is the children and adults who are all learning. We know that when children are taught on a day-to-day basis by highly effective teachers, all children do better, and particularly disadvantaged children. Our strategy encompasses providing high-quality professional development opportunities for our staff which in turn leads to better teaching and outcomes for children. We also address persistence absence, a particular challenge for many of our disadvantaged children at Foxton, as well as targeted support, including Emotional Literacy Support, to help children overcome their barriers to learning and be the best they can be.

Challenges

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

Challenge number	Detail of challenge
1	Motivating children to engage in a range of curriculum areas particularly reading and writing
2	Attendance and levels of persistent absence
3	Access to extra-curricular opportunities
4	Parental understanding of specialist areas such as the teaching of phonics and how to support their child

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
A clear and challenging curriculum will provide progression for all children across the school	A coherent curriculum for all subjects is evident in planning and through outcomes from children Children will be able to talk knowledgably about a range of topics and make links

	between them, showing that they know more and remember more
	Targeted support will see high quality outcomes and increased motivation
Teachers will have a deeper understanding of the process of teaching writing for purpose	Teachers able to explain and demonstrate through their planning and outcomes children's progression in writing
	Outcomes for children will begin to include purposeful work with links to our school community
	Children will be more motivated to write and edit for a variety of purposes
Improved attendance of disadvantaged children	Tailored support for families with poor attendance
	Whole school incentives with rewards for good/improved attendance
	Targeted 'catch-up' support in school for children returning after absence
Parents to be confident and able to support their child at home with early reading	Workshops offered to support home learning
	Resources, videos and other materials to be published on the school website

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly mentoring and coaching for teachers, facilitated by the Headteacher	Mentoring and coaching can be an important source of support. In order to be effective, our approach is based on the EEF document 'Effective Mechanisms of Professional Development', which outlines the mechanisms that make mentoring or coaching more likely to be effective.	1

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

Budgeted cost: £18,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention to support reading, writing and maths for children working towards the expected standard and/or returning from absence – 1:1 and small group tutoring	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum (EEF)	1, 2
Daily small group English lessons for selected pupils, following a bespoke curriculum to maximise pupil engagement.	Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact (EEF).	1

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

Budgeted cost: £6115

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting attendance through whole school incentives and reward activities	There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance (EEF).	2
Support in funding extracurricular activities and trips	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased	3

	engagement will be translated into improved teaching and learning (EEF).	
Purchase of additional reading books to supplement our reading scheme and to support phonics and early reading at home	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools (EEF).	1, 4
Supporting pupils' social, emotional and behavioural needs through funding materials and resources for our ELSA	Social and emotional skills support effective learning and are linked to positive outcomes later in life. (EEF).	1

Total budgeted cost: £25,075

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The start of the 2022-23 academic year, 18% of disadvantaged children between Years 1-6 were working at the expected standard (or above) in reading, writing and maths combined. In reading this was 36%, writing 18% and maths 36%. By the end of the academic year, the combined figure had risen to 25%. In reading, it rose to 50%, writing to 33% and maths to 42%. The cohort size of disadvantaged children also grew during this time.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils