

Pupil premium strategy statement – Foxtton Primary School 2025/26

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	93
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 2026/27 2027/28
Date this statement was published	07/11/2025
Date on which it will be reviewed	27/02/2026
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	£27,270
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*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.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£27,270

Part A: Pupil premium strategy plan

Statement of intent

At Foxtton Primary School our mission is for every child to leave us as a knowledgeable, well-rounded and confident global citizen, equipped to make a positive difference in society. Our core purpose is learning, for both children and adults. We believe that when children experience high-quality teaching every day, they flourish, and this is especially true for our disadvantaged pupils. Achieving excellent outcomes for all means prioritising effective teaching and learning. Therefore, our pupil premium strategy emphasises:

- Investing in professional development for all staff, so that every teacher and teaching assistant is a skilled, reflective practitioner capable of delivering the Foxtton Curriculum: a rich, rounded and rigorous programme with global citizenship at its heart.
- Ensuring inclusive access to our curriculum, so that all children, including those who are disadvantaged, gain from our nature-rich outdoor learning, our forest school area, hands-on exploration and supportive community life.
- Targeting support to address barriers to learning: for example, tackling persistent absence, boosting self-confidence and well-being through interventions like Emotional Literacy Support; fostering self-belief, aspiration and readiness to “rise to the challenge” regardless of background.
- Promoting our values in all we do: We cultivate courage (children willing to ask questions, take risks, grow), respect (valuing diversity, treating others kindly) and responsibility (for self, others, and the environment) as part of the learning journey.

Ultimately, our aim is to ensure that disadvantage is never a predictor of achievement at Foxtton. Every pupil, whatever their starting point, should experience the full richness of our curriculum, feel valued and supported, and leave school ready to embrace their next stage with confidence, resilience and a sense of global purpose.

Challenges

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

Challenge number	Detail of challenge
1	Academic support for pupils not yet meeting the expected standard, particularly in reading, writing and mathematics, and especially for those who may not receive additional academic support at home.
2	Attendance improvement and tackling persistent absence, ensuring that all pupils have equitable access to learning and that families are supported to prioritise good attendance.
3	Enrichment and wider opportunities for personal growth and cultural capital, ensuring all children can access a broad range of experiences that develop confidence, aspiration and curiosity about the world.

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
Disadvantaged pupils make accelerated academic progress and close attainment gaps.	<p>Targeted, high-quality teaching and intervention lead to measurable improvement in reading, writing and mathematics for identified pupils.</p> <p>Internal and external assessment data show narrowing gaps between disadvantaged and non-disadvantaged pupils.</p> <p>Pupils show increased confidence and engagement in lessons.</p>
A clear, challenging and inclusive curriculum provides progression for all children.	<p>Planning and pupil outcomes demonstrate a coherent, knowledge-rich curriculum across all subjects.</p> <p>Pupil voice is strong. Pupils can articulate their learning, make links across subjects, and show that they “know more and remember more.”</p> <p>Work in books and displays reflects high expectations and purposeful learning for all pupils.</p>

Continued improved attendance for disadvantaged pupils and reduction in persistent absence.	<p>Attendance of disadvantaged pupils moves closer to or above national averages.</p> <p>Fewer pupils are classed as persistently absent.</p> <p>Tailored family support and whole-school incentives show measurable impact.</p>
Increased access to enrichment and development of cultural capital.	<p>All pupils, including those eligible for Pupil Premium, participate in a broad range of clubs, trips, performances, outdoor learning and leadership opportunities.</p> <p>Pupil voice and monitoring evidence show improved confidence, motivation and aspiration.</p>
Parents and carers are confident in supporting learning at home.	<p>Workshops, resources and website materials support families with early reading, phonics and homework.</p> <p>Increased parental engagement in home learning is evident through feedback and participation.</p> <p>Early reading outcomes improve as a result of consistent support between school and home.</p>

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: £1720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued mentoring and coaching for teachers, facilitated by the Headteacher.	Mentoring and coaching can be an important source of support. Our approach draws on the EEF's <i>Effective Mechanisms of Professional Development</i> guidance, which identifies key mechanisms such as feedback, modelling, and rehearsal as drivers of effective practice. Regular coaching cycles ensure that professional learning	1

	directly impacts classroom teaching, improving outcomes for all pupils, particularly those not yet meeting the expected standard.	
IQM (Inclusion Quality Mark) – whole-school accreditation journey.	The school is working towards <i>Inclusion Quality Mark</i> (IQM) accreditation throughout 2025–26, with external assessment due in the summer term. This process has involved a full self-evaluation of inclusive practices, curriculum accessibility, and pupil engagement. IQM accreditation recognises schools that demonstrate outstanding commitment to removing barriers to learning and promoting inclusion across all aspects of school life. The process has strengthened our systems for identifying and supporting vulnerable learners, embedding inclusive pedagogy into everyday teaching, and ensuring equity of opportunity for disadvantaged pupils. The external validation from IQM also supports staff confidence, recruitment, and retention, reinforcing our culture of professional reflection and shared purpose.	1, 2
Lyfta – class assembly and curriculum enrichment platform.	Lyfta provides immersive digital “storyworlds” that allow pupils to experience global cultures, perspectives, and communities. It complements the Foxtan Curriculum’s focus on global citizenship, courage, respect, and responsibility. The platform is used within class assemblies and curriculum lessons to develop pupils’ cultural capital, empathy, and curiosity about the wider world. Research by the EEF and DfE on engagement and enrichment shows that broadening pupils’ experiences improves motivation, attendance, and sense of belonging - particularly for disadvantaged learners. At Foxtan, Lyfta supports both our attendance strategy (by making learning irresistible) and our intent to nurture well-rounded, knowledgeable global citizens.	1, 2

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

Budgeted cost: £18,270

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 Learning Mentor 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: £7280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting attendance through whole school incentives.	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, wraparound care 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 and support materials 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 as well as Occupational Therapy packages for selected pupils.	Social and emotional skills support effective learning and are linked to positive outcomes later in life (EEF).	1

Total budgeted cost: £27,270

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During 2024–25, targeted support and high-quality teaching have had a positive impact on outcomes for disadvantaged pupils at Foxton Primary School. Progress has been made across all priority areas identified in the previous strategy, though many of these priorities continue into the new three-year plan to ensure that improvements are embedded and sustained.

Attainment and progress

- The attainment of disadvantaged pupils has improved in all core subjects compared to the start of the academic year.
- Combined Reading, Writing and Maths (RWM) outcomes rose from 19% (October 2024) to 41% (June 2025), reflecting clear upward progress.
- Reading and Maths were particular strengths, with 71% of disadvantaged pupils achieving the expected standard in both subjects by the end of the year, and 12% achieving greater depth.
- While writing remains below target, outcomes improved from 25% to 47% at the expected standard, supported by renewed focus on writing for purpose and forthcoming implementation of the Literacy Tree curriculum in 2025–26.
- The attainment gap between disadvantaged and non-disadvantaged pupils has narrowed, particularly in reading and maths, where disadvantaged attainment is now close to national averages for this group.

Teaching and targeted support

- The embedding of a “**bottom 20% first**” approach across staff meetings and progress reviews has strengthened classroom focus on those not yet meeting expectations.
- Daily reading interventions and increased use of precision teaching and small-group tuition have accelerated progress for key pupils.
- Coaching and professional development for teachers have improved the consistency of Quality First Teaching, ensuring disadvantaged pupils benefit from skilled instruction and timely feedback.

Attendance and engagement

- Whole-school attendance improved to 95.4%, up from 94.8% the previous year. Persistent absence fell from 13.5% to 7.3%, placing Foxton in the top 20–30% nationally.

- Although FSM pupil attendance (87.5%) remains below peers, this is strongly influenced by contextual factors, including the school's Gypsy, Roma and Traveller community. Attendance for this group is significantly above the national GRT average.

Enrichment and personal development

- Disadvantaged pupils have increased participation in extra-curricular clubs and enrichment activities, supported by PE Lead tracking and targeted encouragement.
- Forest School, trips, and leadership roles have provided opportunities to build confidence, teamwork, and cultural capital.

Progress made this year demonstrates that our strategic approach is working, but further improvement is needed to ensure disadvantaged pupils achieve consistently in line with their peers. The 2025–28 strategy therefore continues to prioritise:

- Accelerated academic progress through direct teacher-led intervention and high-quality teaching.
- Ongoing improvement in attendance, particularly for FSM and GRT pupils.
- Sustained access to enrichment, ensuring every pupil benefits from a broad and balanced curriculum.

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