

Pupil premium strategy statement – Foxtton Primary School 2022/23

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	81
Proportion (%) of pupil premium eligible pupils	19%
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	07/11/2022
Date on which it will be reviewed	06/02/2023
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	£22,825
Recovery premium funding allocation this academic year	£2176
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>	£25,001

Part A: Pupil premium strategy plan

Statement of intent

The Foxtton 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 Foxtton, 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 knowledgeably about a range of topics and make links

	<p>between them, showing that they know more and remember more</p> <p>Targeted support will see high quality outcomes and increased motivation</p>
Teachers will have a deeper understanding of the process of teaching writing for purpose	<p>Teachers able to explain and demonstrate through their planning and outcomes children's progression in writing</p> <p>Outcomes for children will begin to include purposeful work with links to our school community</p> <p>Children will be more motivated to write and edit for a variety of purposes</p>
Improved attendance of disadvantaged children	<p>Tailored support for families with poor attendance</p> <p>Whole school incentives with rewards for good/improved attendance</p> <p>Targeted 'catch-up' support in school for children returning after absence</p>
Parents to be confident and able to support their child at home with early reading	<p>Workshops offered to support home learning</p> <p>Resources, videos and other materials to be published on the school website</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: £6546

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop high quality teaching, assessment and a curriculum which responds to the needs of pupils. English lead to be released 0.1 weekly to redesign curriculum.</p> <p>(£5546)</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum</p>	1

	materials, or investment in the use of standardised assessments (EEF).	
Professional development on evidence-based approaches, including RWI phonics training and in-school CPD on Rosenshine's Principles of Instruction and Responsive Teaching (£1000)	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice (EEF).	1
Mentoring and coaching – ELSA support	EEF Toolkit – social and emotional learning approaches have a positive impact	1

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

Budgeted cost: £10564.37

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 (£5157.83) (£3601.37) (£1293.17)	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
Small group booster sessions weekly for children in KS2 working below the expected standard (£512)	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: £4850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting attendance through whole school incentives (£800) (£500) (£2550)	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 (£500)	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 engagement will be translated into improved teaching and learning (EEF).	3
Communicating and supporting parents with phonics and early reading at home (£500)	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

Total budgeted cost: £21,960.37

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Prior to September 2022, children at Foxton sat one annual standardised test in reading and maths. The results below show the attainment of our disadvantaged vs. non-disadvantaged children for the 21/22 academic year in those papers. Note the national average for each paper is 100. As of September 2022, children sit a termly standardised assessment in reading and maths in order to help leaders and teachers better track progress and impact of the pupil premium grant. This has coincided with our purchase of a new online assessment system.

Year Group	English		Maths	
	PP	Non-PP	PP	Non-PP
R	97.8	105.1	106.8	113.9
1	N/A	112.8	N/A	118.0
2	N/A	112.5	N/A	114.2
3	102.0	112.8	95.0	115.8
4	76.0	108.5	91.0	108.2
5	72.5	107.0	81.5	109.4
6	113.0	108.6	103.0	107.9

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
1:1 online tutoring	Third Space Learning

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