



## Foxdell Primary School: Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium (and National Tutoring Programme for the 2023 to 2024 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	Foxdell Primary School
Number of pupils in school Current Year (2023-24)	567
Proportion (%) of pupil premium eligible pupils Current Year (2023-24)	24.16% (137 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2023
Date this statement will be reviewed	November 2024
Statement authorised by	Rohila Nisar, Headteacher
Pupil premium lead	Rohila Nisar, Headteacher
Governor lead	Attiyyah Khan, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23-24)	£209520
Recovery premium funding allocation this academic year	£20880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£230400</b>

# 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- provide a range of experiences to enrich pupils' cultural capital

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident throughout EYFS, KS1 and, in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

3	Internal and external (where available) assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Internal data for the end of KS1 in 2021 for Writing was -9.3 for disadvantaged pupils compared to non disadvantaged Maths was -14.7 for disadvantaged pupils compared to non disadvantaged
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased since the pandemic. 35 pupils (13 of whom are pupil premium) on the SEN register have SEMH needs, in addition there are children who need support due to family situations or difficulties in school. 9 children (5 of whom are pupil premium) receive support through Thrive sessions with Thrive trained practitioners. 19 children (9 of whom are pupil premium) receive support through Legos Therapy sessions.
6	Our attendance data over the last 3 years indicates that attendance is a concern for all pupils including disadvantaged pupils. Persistent absenteeism is also high. Our assessments and observations indicate that absenteeism is negatively impacting pupils' progress.
7	Our assessments, observations and discussions with pupils and families have identified that a significant proportion have English as an additional language. These challenges particularly affect disadvantaged pupils, including their attainment; school data shows that 81.7% of our pupil premium have English as an additional language and 19.1% have SEND. 13% have EAL and SEND.

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.

Improved maths attainment for disadvantaged pupils at the end of KS1.	KS1 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Improved attainment across all subjects for disadvantaged pupils with EAL and SEND.	KS1 reading and maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.

## Activity in this academic year 2023-24

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: £ 70000

Activity	Evidence that supports this approach	Challenge number(s) addressed
We have had a staff turnover and new staff has joined the school To continue to develop staff knowledge of planning and assessment within the curriculum. This includes progression of skills, developing writing strategies, reading assessment. Continued staff training for both teachers and teaching assistants (TAs) in house and through courses.	Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. We want all pupils, including those eligible for the pupil premium grant, to benefit from high quality, first teaching. Staff will receive CPD throughout the year, for example, on growth mindset, with the desired impact that it will improve attainment for disadvantaged pupils.	1, 2, 3, 7
Implement the Talk 4 Writing approach to teaching writing across the school  High quality CPD in Talk for Writing to develop staff skills in delivering appropriate learning strategies.	This approach enables children to internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.	1, 2
White Rose Maths delivery to be streamlined and tailored to securing fluency before introducing reasoning and problem solving to LA pupils. Audit and purchase additional manipulatives and modelling to secure knowledge of place value and other key numerical concepts.	High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).	3

<p>To teach challenging and scaffolded lessons across all ability ranges, demonstrating the use of an appropriate range of teaching skills, strategies (including feedback) and resources that meet learners' needs, take account of diversity and promote equality and inclusion.</p>	<p>High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium). Evidence to support the impact of quality first teaching. EEF (education endowment foundation.org.uk)</p>	<p>1, 2, 3</p>
<p>Purchase of standardised diagnostic assessments (White Rose Mathematics, NFER Assessment materials) Embed the use of standardised diagnostic assessments.</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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Purchase further Read Write Inc reading books to secure stronger phonics teaching for all pupils including those in KS2.</p> <ul style="list-style-type: none"> <li>• Whole Class Reading approach to be adopted across KS2 to enable effective delivery of high quality whole class shared reading sessions and feedback to improve learning.</li> <li>• Particular focus on small group children in receipt of pupil premium funding not making progress in reading – RWI Groups/ Fresh Start intervention</li> </ul>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3</p>

<p>Monitor the use of Accelerated Reader in KS2 to increase reading for pleasure and ensure regular reading opportunities are delivered.</p> <p>Promote a love of reading throughout school – create a positive reading rich environment in each class.</p> <p>Daily reading for early readers in each class.</p> <p>Once phonic knowledge is secure, KS2 interventions have a balanced focus on vocabulary development, reading fluency and comprehension skills.</p> <p>Quality first teaching and intervention groups across all classes (catch up booster sessions and small group tuition).</p> <p>Replenish class libraries in KS2 to ensure a range of interesting and current books are available to children</p> <p>Novel study books to be high quality with challenge, cross curricular links where possible.</p>	<p>Short regular sessions additional to usual teaching. EEF has found that on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	1, 2, 7
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for all pupils who are new to English or have SEND (Learning Village, SeeSaw, Elklan).</p> <ul style="list-style-type: none"> <li>• Learning Village subscription</li> <li>• SeeSAW Subscription</li> </ul>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4

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

Budgeted cost: £60400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (additional TA)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as	2



<ul style="list-style-type: none"> <li>FreshStart support for children that are not making the progress and now in KS2.</li> </ul>	<p>regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Continue to develop English skills for disadvantaged pupils through intervention with a specialist EAL support.</p>	<p>A high proportion of children enter school with very limited speaking and listening skills and many of our mid-year new starters have limited or no English. All children will have access to the Learning Village to support them with basic English language skills.</p>	1, 2, 4
<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> <ul style="list-style-type: none"> <li>National Tutoring support for KS2 has continued in this academic year</li> </ul>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2, 4

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

Budgeted cost: £100000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school trauma informed training.</p> <p>Embed the Zones of Regulation Curriculum and develop regulation stations in every class and worry monsters to support pupil wellbeing.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will continue to be embedded into routine educational practices and supported by the Thrive Approach, Drawing and Talking,</p>	<p>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):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4, 5



Lego Therapy and Bucket Time interventions.	EEF toolkit states social and emotional strategies have a +4 month impact on disadvantaged pupils	
<p>Purchase Provision Map Writer to analyse and identify needs across the school and implement effective interventions and strategies</p> <p>Purchase SEND specific assessment tools</p> <p>Upskill support staff with appropriate approaches and pedagogy to teaching interventions. (Inclusion Manager to lead).</p>	SEND assessment tools provide precise picture of a pupil's strengths, as well as any difficulties which could affect their learning	4, 5
Family Worker team support identified parents to engage in their children's learning and support effectively at home. E.g. Ensure that pupils have regular routines including home reading, homework, spellings and have the correct equipment in school.	EEF research states that parental engagement has a +3 month impact on disadvantaged pupils.	4, 5, 6
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and continue to implement procedures.</p> <p>(Purchase of rewards, EWO time)</p> <p>Improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations</p> <p>Identify pupils who are falling behind national expectations for attendance.</p> <p>Provide tailored support for families with low attendance, working with the school's attendance officer, Family Workers and key members of staff. (Early Intervention approach).</p> <p>Encourage pupils to attend Breakfast Club for free and to engage with structured activities</p>	<p>EEF research states that parental engagement has a +3 month impact on disadvantaged pupils. EEF toolkit states social and emotional strategies have a +4 month impact on disadvantaged pupils</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

such as sports, TTRockstars and Mathletics		
Provide opportunities to access activities and experiences: subsidised trips, extra curricular clubs (including breakfast club), daily milk, uniform, stationary packs, one high quality text per term)	Research shows that pupils taking part in extracurricular activities have a greater sense of self-worth, develop stronger social skills and become more resilient learners. EEF research shows that a free breakfast club offering a nutritious meal before school can boost outcomes by the equivalent of two months' progress per year. Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons.	7
Contingency fund to support current pupils and those who are new- this may be for additional interventions or additional adult support.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £230400**

# 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 2023 to 2024 academic year.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Read Write Inc	Read Write Inc
White Rose Mathematics	White Rose
Accelerated Reader	Renaissance
Enigma Maths Hub	Enigma Maths Hub
Purple Mash	Purple Mash
Learning Village	Learning Village
Seesaw Learning	Seesaw Learning