



## Foxdell Primary School: Pupil Premium Strategy Statement Review for 2022-2023

This statement details our school's use of pupil premium (and National Tutoring Programme for the 2022 to 2023 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	551
Proportion (%) of pupil premium eligible pupils	26.86% (148 pupils)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-2024
Date this statement was published	September 2022
Date this statement was reviewed	July 2023
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	£204, 980
Recovery premium funding allocation this academic year	£21, 460
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£79749
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

# 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're 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 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	<p>Internal and external (where available) assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Internal data for the end of KS1 in 2021 for Writing was -9.3 for disadvantaged pupils compared to non disadvantaged</p> <p>Maths was -14.7 for disadvantaged pupils compared to non disadvantaged</p>
4	<p>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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
5	<p>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.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 11 pupils (4 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. 13 children (7 of whom are pupil premium) receive 1:1 support through Thrive sessions with Thrive trained practitioners. 5 children (5 of whom are pupil premium) receive 1:1 support through Drawing and Talking sessions. 23 pupils receive support in small groups through our lunchtime Aspire club.</p>
6	<p>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.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting pupils' progress.</p>
7	<p>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 69.8% of our pupil premium have English as an additional language and 11.3% have SEND. 7.5% have EAL and SEND.</p>

## 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 2022-23

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: £ 60000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop staff knowledge of planning and assessment within the curriculum through consultancy support. This includes progression of skills, developing writing strategies, reading assessment.</p> <p>Continued staff training for both teachers and teaching assistants (TAs) in house and through courses.</p>	<p>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.</p>	1, 2, 3, 7
<p>Purchase of standardised diagnostic assessments (White Rose Mathematics, Big Cat Reading).</p> <ul style="list-style-type: none"> <li>NFER Assessment materials.</li> </ul> <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>	1, 2, 3, 4
<p>Purchase of Read Write Inc to secure stronger phonics teaching for all pupils.</p> <ul style="list-style-type: none"> <li>Accelerated Reader to be reviewed and reinvigorated across Key Stage 2</li> <li>Whole Class Guided 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> </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>	2

<ul style="list-style-type: none"> <li>Particular focus on small group children in receipt of pupil premium funding not making progress in reading - RWI Groups</li> </ul>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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>	3
<p>Embed the Bug Club reading resource to ensure all pupils have access to rich texts at home.</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="#">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: £60000

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	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>phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
Continue to develop English skills for disadvantaged pupils through intervention with a specialist EAL support.	<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 both KS1&amp;2 starting in Spring Term.</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: £150719

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	<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 be embedded into routine educational practices and supported by the Thrive Approach, Emotional Wellbeing</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>	4, 5



Officer, Drawing and Talking, Lunchtime ASPIRE opportunity.	<a href="https://www.eef.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for staff to develop and continue to implement procedures. (Purchase of rewards, EWO time)	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
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. Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons.	
Contingency fund for acute issues.	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: £289549**



## 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 2022 to 2023 academic year.

Pupil Premium- Key Stage 2						
	Expected Standard			Greater Depth Standard		
	All	PP	Diff	All	PP	Diff
Reading	76.0%	73.9%	-2.1%	21.4%	17.3%	-4.1%
Writing	74.2%	86.9%	+12.7%	13.0%	13.0%	0
Maths	73.0%	86.9%	+13.9%	20.0%	17.3%	-2.7%
R/W/M	63%	82.6%	+19.6%	9%	34.7%	+25.7%

- Standardised end of Key Stage 2 assessments (2022-23) indicate that the gap between Pupil Premium and all pupils is narrowing with PP pupils achieving better in some areas.
- Data for Pupil Premium at the expected standard is good in writing and Maths but lower in Reading.
- Combined data for Pupil Premium is much higher than all pupils.
- Reading is an area for improvement identified in our school improvement plan for this year and we are exploring ways of raising this for all pupils including Pupil Premium.
- Maths outcomes at the expected standard are higher for PP than for all pupils however there is a -2.7% gap at the Greater Depth standard. Maths fluency is an area for improvement and we will continue to work with the Maths Hubs to improve Maths teaching across the school and for all pupils while targeting PP pupils working at the GD standard.

Pupil Premium- Key Stage 1						
	Expected Standard			Greater Depth Standard		
	All	PP	Diff	All	PP	Diff
Reading	58 (72.5%)	15 (65.2%)	-7.3%	22 (27.5%)	6 (26.1%)	+1.4%
Writing	53 (66.3%)	16 (69.6%)	+3.3%	10 (12.5%)	1 (4.3%)	-8.2%
Maths	58 (72.5%)	17 (73.9%)	+1.4%	19 (23.8%)	5 (21.7%)	-2.1%
R/W/M	51 (63.8%)	15 (65.2%)	+1.4%	9 (11.3%)	1 (4.3%)	7.0%

- Standardised end of Key Stage 1 assessments (2022-23) also indicate that the gap between Pupil Premium and all pupils is narrowing with PP pupils achieving better in some areas.
- The gap between all pupils and PP is wider at the expected standard in reading. This is an area of focus for the whole school in the next academic year.

#### Year 1 Phonics Screening- Working At the expected standard

All Pupils	Pupil Premium	Difference
81%	76%	-5%

The Year 1 Phonics Screening Check has continued to show a closing of the gap between pupil premium and all. 81% of all pupils passed whilst 76% of Pupil Premium passes (gap -5%). Although the gap is slightly bigger than the previous year, more PP pupils passed the test this year (of the 25 PP pupils, 19 pupils passed the test, 2 had SEND and were disapplied and 4 did not pass).

The Read Write Inc programme has seen an increased impact on the PSC year on year. RWI lessons and targeted intervention support is narrowing the gap.

We have continued to build positive relationships with families and the community and have worked with a range of agencies over the year including Hillrise Behaviour Provision, Speech and Language support, Education Psychology, CAMHs, CHUMs, etc. These connections are ensuring that families receive signposts to appropriate support positively and their engagement continues to increase.

Internal interventions including Thrive, ASPIRE and Drawing and Talking have continued throughout the year. Practitioners have received continuous CPD to enable them to effectively support many pupils.

The introduction of Zones of Regulation has enabled pupils to recognise and describe their feelings. We will continue building on this approach in the next academic year. This will ensure that children will be able to talk about their strengths and deal with their emotions in a mature manner. They will develop resilience to deal with their emotions and different social situations.

Every child, from Reception to Year 6, has continued to access extra curricular activities throughout the year. All children engaged with at least one external visit/trip to broaden their experiences. Pupil premium children were all provided with free breakfast club access to ensure no children began the day hungry. All pupil premium members also had access to free after school clubs (including Boxing, ThinkSport Coaching, music). This is supporting the behaviour within the classroom and around the school.

PP pupils were able to access all activities on offer throughout the year irrespective of social barriers. This included access for individual pupils to participate on educational visits and enrichment opportunities. We brought into the Whipsnade Zoo Education Access Scheme which provided unlimited access to the zoo throughout the year. All children across the school visited the zoo and PP pupils received subsidised visits to ensure access for all pupils.

National Tutoring funding has provided weekly opportunities for PP pupils to receive targeted interventions from trained staff. We had external tutors who came in and worked with identified children throughout the week in small groups. The focus for these sessions was Maths and Writing. We will continue to provide tuition for KS2.

Attendance for 2022-2023 for pupil premium was 91.4% which is broadly in line with non pupil premium at 92%. The EWO has continued to provide early intervention in the form of letters, meetings, home visits and calls to parents which moved on to issuing penalty notices and fines. Although the attendance is broadly in line, the number of persistent absentees remains high meaning attendance and punctuality will remain a focus in the next 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