

Pupil premium strategy statement

Review Autumn 2023

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Foxyards Academy
Number of pupils in school	296 (exc Nursery)
Proportion (%) of pupil premium eligible pupils	26.6% (2022) 31.3% (September 23)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Wendy Jackson Headteacher
Pupil premium lead	Justine Read Deputy Headteacher
Governor / Trustee lead	Advocate: Gurjit Nijjar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,405
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£132,405
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Part A: Pupil premium strategy plan

Statement of intent

Our intention at Foxyards Academy is that every child, regardless of their background or start point shall flourish, academically, personally and socially and that all pupils will make excellent progress to reach their full potential irrespective of any barriers that they may encounter. 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.

High-quality first wave 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. We will ensure that staff will have the knowledge of their pupils that is necessary to help them overcome potential barriers

The intent of the disadvantaged strategy is to 'level the playing field' for all disadvantaged pupils within the school to ensure that they have a greater chance of success in life and to act as a springboard for social mobility. The strategy and curricular offer for children attending Foxyards Primary is centred on our Values of Creative, respect, caring and respectful. Our school's moto is 'achieving excellence together' and we truly believe in success through working together as a whole school community – parents, children, staff, Manor MAT and wider community. By 'levelling the playing field' for disadvantaged pupils we ensure the same opportunities, experiences, support and aspirations as their counterparts.

Our strategy is also integral to wider school plans for education recovery. 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
- Assess, plan, do, review.

This strategy is based on research from the Pupil Premium Tsar Sir John Dunford and is based on research from the Education Endowment Foundation (2019) The EEF Guide to the Pupil Premium – A Tiered Approach to Pupil Premium Spending: Adopting a Tiered Approach, Putting Evidence to Work: A School's Guide to Implementation and The EEF Guide to Pupil Premium –

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Disadvantaged pupil attendance is below non-PP (Autumn 2023 - NonPP 93.2% - PP 89%). Poor attendance and late arrival has resulted in regular lost learning, especially with phonics for EYFS, KS1 and LKS2 which is taught at 9am. 23.8% of disadvantaged pupil 'persistently absent' compared to 19% of their peers for same period.</p> <p>Attendance procedures remain particularly important for disadvantaged pupils. Implementation of the Five Foundations of Effective Attendance Practice Framework will be considered and implemented this academic year. Robust systems to improve attendance and reduce persistent absence across the school with a focus on pupil premium children.</p>
2	<p>Phonics</p> <p>Disadvantaged pupils in year 4, 3 and 2 have had significant disruption to their phonics teaching. Assessments, observations and discussions with pupils suggest that disadvantages pupils generally have greater difficulties with phonics than their peers. Lack of security with phonics has impacted on development in reading and in the quality of learning in other subjects.</p> <p>RWI phonics is a strength of the school, phonics lead continues to monitor robustly. Catch up is in place for children inc pupil premium children. Lower KS2 children have daily light touch phonic recap sessions.</p>
3	<p>Reading</p> <p>Disadvantaged pupils have, on average, a lower reading age to their peers (5months lower whole school average). Whole school Autumn 2 assessments</p>

	<p>show attainment difference of 23% between peers. Lower reading ages has resulted in children being less prepared to access high quality and age appropriate learning resources.</p> <p>Identified PP children are listened daily in school. All PP children are heard read at least once a week. Creating a reading culture in school is paramount. Early reading support in Nursery and Reception, particularly home reading.</p>
4	<p>Maths</p> <p>Disadvantaged pupils have achieved less than their peers in maths standardised assessments (Summer and Autumn). Whole school autumn 2 assessments highlight difference between disadvantaged pupils and their peers.</p> <p>Review Power Maths, modelling and use of apparatus to support the teaching and learning of maths across the school.</p>
5	<p>Emotional Wellbeing, Pastoral and Personal Development</p> <p>There has been a significant increase in the number of children experiencing mental health or wellbeing concerns or exposed to trauma from outside of school. 70% of the children currently accessing wellbeing and pastoral support in school are considered disadvantaged.</p> <p>To ensure bespoke support is put in place – identified families to engage with early help. Pastoral manager capacity to be reviewed To implement ELSA</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 reading attainment for disadvantaged pupils.	<p>2024/25 KS2 reading outcomes to show attainment of disadvantaged pupils is at least inline with national average for non-disadvantaged attainment.</p> <p>2023-2026 to show year on year improvement in reading attainment for disadvantaged pupils and the difference between non-disadvantaged to be reduced year on year.</p>
Improved maths attainment for disadvantaged pupils.	<p>2023/2026 KS2 maths outcomes to show attainment of disadvantaged pupils is at least inline with national average for non-disadvantaged attainment.</p> <p>2023-2025 to show year on year improvement in reading attainment for disadvantaged pupils and the difference between non-disadvantaged to be reduced year on year.</p>

<p>Improved oral and language skills – phonetic fluency and vocabulary for disadvantaged pupils.</p>	<p>Phonic screening in KS1 will indicate attainment of disadvantaged pupils is inline with national non-disadvantaged pupils.</p> <p>Oracy is a strength across school and seen in classroom visits, work with pupils and pupil books. Children are typically articulate for age related expectations.</p>
<p>Improved attendance for disadvantaged pupils.</p>	<p>High attendance across whole school in excess of 96%. Consistent attendance for disadvantaged and non-disadvantaged</p>

	<p>groups. Individual absence typically less than 4%.</p> <p>Significant reduction in the number of 'lates' for disadvantaged pupils.</p> <p>Persistent absence attendance to be below 5%</p>
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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: £ 60,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NPQTL - CPD</i>	<p>EEF Report – ‘Effective Professional Development – Oct 2021’ Ensure that CPD development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice EEF Report – ‘Using your pupil premium funding effectively – Oct 2021’</p> <p>A robust plan of CPD is in place for the academic year 2023-24. Identified staff embarking on professional qualifications</p>	1, 2, 3, 4
<i>Maths Mastery - CPD</i>	<p>EEF Report – ‘Effective Professional Development – Oct 2021’ Ensure that CPD development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice EEF Report – ‘Using your pupil premium funding effectively – Oct 2021’</p> <p>Maths is a focus on the SDP 2023-24. Maths subject leader new to post and will be supported by HT Engage with Maths hub/mastery</p>	4

<p>All teachers/support staff to drive SIP key issues.</p> <p>EYFS AHT to work alongside Deputy to provide CPD for all staff within the EYFS setting to secure even better teaching for children in EYFS.</p> <p>Regular self-review of oracy across EYFS</p>	<p>Evidence informs us that quality first teaching is the most effective way to improve children's outcomes and can narrow the disadvantage gap. EEF Effective Professional Development</p>	<p>1</p>
<p>All teachers/support staff to have access to high quality CPD provided both internally and externally.</p> <p>Improve staff subject knowledge of how to achieve Depth of learning for all children</p> <p>Quality of feedback and marking is used to assess knowledge and understanding and addresses misconceptions and enables children to practice, consolidate and secure understanding of key concepts</p>	<p>Continuous professional development will help further improve quality first teaching by improving pedagogy, subject knowledge and by providing information about current educational best practice.</p> <p>EEF Effective Professional Development</p>	<p>2, 3, 5</p>
<p>Develop the coaching culture within the whole school, where all staff have access to an internal or external coach. They will receive targeted coaching and mentoring interventions to help improve and sustain quality first teaching.</p>	<p>Research supported by pure coaching and EEF regarding closing the gap for teachers CPD and mental health and well-being. As a result staff feel more confident to sustain high quality first wave teaching.</p>	<p>2, 3, 5</p>

<p>All ECT'S to receive bespoke targeted support.</p> <p>Deputy to drive bespoke support with ECT's to drive standards of quality first wave teaching and learning.</p>	<p>Research taken from Ambition institute and other teaching providers supports schools with a new ECT/RQT programme of study over 2 years. Thus, supporting new teachers using smaller achievable steps into making long term goals of teaching as a career.</p>	<p>2, 3, 5</p>
<p>New staff to be provided with further training in the delivery of a validated Systematic Synthetic Phonics programme (Floppy Phonics) to secure stronger and more consistent phonics teaching for all children.</p>	<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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 5,</p>

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics 1-to-1 intervention programme</i>	<p>EEF Report – ‘Improving Literacy in KS1 – September 2020’ & ‘Improving Literacy in KS2 – September 2020’</p> <p>EEF Report – ‘Using your pupil premium funding effectively – Oct 2021’ Targeted academic support: Evidence consistency shows the impact that one-to-one and small group interventions can have on pupils who are falling behind</p> <p>To continue ongoing assessments and implementing catch up 1-1</p>	2, 3
<i>Reading 1-to-1 and small group tutoring</i>	<p>EEF Report – ‘Improving Literacy in KS1 – September 2020’ & ‘Improving Literacy in KS2 – September 2020’</p> <p>EEF Report – ‘Using your pupil premium funding effectively – Oct 2021’ Targeted academic support: Evidence consistency shows the impact that one-to-one and small group interventions can have on pupils who are falling behind</p> <p>Small group tutoring/boosters, children to be identified and implemented from Aut 2 2023</p>	2, 3
<i>Additional targeted 1-to-1 and small group intervention.</i>	<p>EEF Report – ‘Using your pupil premium funding effectively – Oct 2021’ Targeted academic support: Evidence consistency shows the impact that one-to-one and small group interventions can have on pupils who are falling behind</p> <p>Interventions continue to be</p>	2, 3, 4

	<p>delivered to individual pupils on specific areas identified in assessments.</p> <p>Booster/small group tutoring for PP children to be facilitated</p>	
<p>Ensure that all disadvantaged/vulnerable pupils/children have access to technology to enable them to take part in home learning, extra-curricular learning and homework.</p>	<p>A report commissioned by the National Literacy Trust demonstrated the positive impact of access to technology has on accessing education as it can provide additional motivation, particularly for reluctant readers, mathematicians and writers.</p>	<p>2, 3, 4, 6, 8,</p>

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

Budgeted cost: £ 31,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>The Hub – Nurture Support</i>	<p>EEF Report – ‘Improving Behaviour in Schools – June 2019’</p> <p>Due to leadership change the hub has been put on hold for 2023-24</p>	1, 5
<p><i>Attendance Officer</i></p> <p><i>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</i></p> <p><i>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance</i></p>	<p>EEF Report – ‘Working the Parents to Support Children’s Learning – December 2018’</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>All staff members to explain to children and their parents about the importance of good attendance.</p> <p>Attendance school lead / pastoral manager meets regularly with attendance officer. Support for families identified quickly.</p>	1, 5
<p><i>Year 6 & 4 Residential Subsidised Places</i></p> <p>Contribute to extra-curricular opportunities (including ensuring all pupils are accessing additional sporting opportunities) at and school visits for disadvantaged/vulnerable children who would otherwise be unable to participate or access these opportunities.</p>	<p>EEF Report – ‘Using your pupil premium funding effectively –</p> <p>Extensive research evidence shows that education and health are closely linked. In promoting the wellbeing of children within schools, it has the potential to improve educational and health /wellbeing outcomes.</p>	1, 5
<i>After-School Provision Subsidised Places</i>	EEF Report – ‘Improving Behaviour in Schools – June 2019’	1, 5

	Removing barriers for disadvantaged learners	
<i>Play Therapy</i>	EEF Report – ‘Using your pupil premium funding effectively – Oct Impact of play therapy is evident, children engage positively.	1, 5
<i>Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.</i>	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Work continues on whole school behaviour strategies and policy.	1,5
<i>ELSA training</i>	Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. This is to be implemented 23-24 To increase capacity and support for Pastoral Manager	1, 5

Total budgeted cost: £132,405

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 2021 to 2022 academic year.

Overview

There has been an increase in the number of children identified as disadvantaged since the start of this report. School currently at 31.3% (September 2023). Regular communication with parents and daily contact via 'the gate' at the start and end of the day has meant changes in circumstances at home are identified so that appropriate support can be offered.

21-22 pupil premium strategy impacted across school with new initiatives and strategies being embedded into daily practice particularly across EYFS and KS 1

Senior and middle leaders have completed or are near completion of NPQL in leading teaching and learning. This has seen an instant impact on the quality of teaching and learning across school with disadvantaged children benefiting from this quality first teach.

Internal assessments highlighted attainment of disadvantaged pupils was lower during 2022-2023 than compared to their peers. Whole school standardised assessments and internally moderated work showed that although disadvantaged pupils continue to attain below that of non-disadvantaged during 22-23 academic year,

Maths mastery continues to raise expectations within maths lessons with a greater focus on challenging all to have a deeper understanding of maths. Changes to the maths timetable are in place for 2023 to allow more effective use of AfL and to 'catch' misconceptions quickly.

Reading has shown improvement, with the average reading age for disadvantaged increasing slightly more over the course of 12 months than non-disadvantaged, reducing the gap in attainment slightly. Continued increased focus on reading, quality reading resources and reading intervention.

Writing continues to be an area where greater focus is needed across school and specifically for those identified as disadvantaged. Whole school focus on writing and spelling continues to be high priority.

Assistant Head for KS1 continues to have a high impact, raising expectations across phase and maintain constant and consistent professional dialogue and challenge. AH is also supporting the phase leader for KS1 who is new to post.

The number of children accessing the nurture provision across school continues to be high percentage of those identified as disadvantaged however there is a significant reduction in the amount of 'lost learning' time due to pastoral and attendance related reasons for disadvantaged children. Consistent and quality pastoral support which is understand by the children means children feel confident the support will be available as needed (2022 pupil survey). Increased engagement with parents, conversations around attendance, lates and the barriers to good attendance are discussed ad challenged. Whole school attendance and attendance of those identified as disadvantaged is increasing



	Reception GLD				Year 1 phonics				Year 2 phonics - retakes			
	2019 Results	2023 National	2023 Results	2023 Target	2019 Results	2023 National	2023 Results	2023 Target	2019 Results	2023 National	2023 Results	2023 Target
All pupils	51%	67%	64%	88%	89%	79.5%	71%	82%		87%*		
Boys	32%		53%		92%		78%					
Girls	70%		70%		85%		61%					
SEND	0%		0%		43%		50%					
Non SEND	56%		69%		97%		77%					
PP	40%		44%		89%		38%					
Non PP	53%		76%		89%		84%					
EAL			75%		100%		80%					
Non EAL			63%		88%		70%					
KS1	READING				WRITING				MATHS			
All pupils	68%/21%	67%	72%/9%	76%/16%	62%/11%	58%	65%/7%	73%/11%	77%/11%	68%	72%/7%	76%/7%
Boys	60%/20%		66%/5%		50%/10%		55%/5%		70%/15%		79%/5%	
Girls	74%/22%		78%/13%		70%/11%		74%/9%		81%/7%		70%/9%	
SEND	10%/0%		17%/17%		0%/0%		17%/17%		20%/0%		17%/17%	
Non SEND	84%/26%		81%/8%		78%/14%		73%/5%		92%/14%		81%/5%	
PP	73%/23%		36%/9%		30%/0%		45%/9%		50%/0%		55%/9%	
Non PP	74%/21%		84%/9%		70%/14%		72%/6%		84%/14%		78%/6%	
EAL	80%/28%		33%/0%		50%/0%		33%/0%		100%/0%		67%/0%	
Non EAL	71%/18%		79%/10%		62%/11%		66%/8%		76%/11%		73%/8%	
KS2	READING				WRITING				MATHS			
All pupils	54%/17%	75%	73%/25%	78%/31%	76%/9%	69%	70%/20%	78%/18%	80%/11%	71%	59%/20	76%/16%
Boys	44%/4%		88%/18%		60%/0%		65%/18%		72%/12%		59%/18%	
Girls	67%/33%		63%/30%		95%/19%		74%/22%		90%/10%		59%/22%	
SEND	9%/0%		43%/14%		18%/0%		14%/14%		36%/0%		14%/0%	

Non SEND	69%/23%		78%/27%		94%/11%		81%/22%		94%/14%		68%/24%	
PP	85%/15%		57%/7%		92%/15%		50%/7%		100%/15%		29%/7%	
Non PP	42%/18%		80%/33%		70%/6%		80%/27%		73%/9%		73%/27%	
EAL	25%/0%		50%/0%		50%/0%		75%/0%		50%/25%		75%/25%	
Non EAL	57%/19%		75%/28%		79%/10%		70%/23%		83%/10%		58%/18%	
COMBINED R/W/M – ARE/GD	2019 Results	2023 National	2023 Results	2023 Target	2019 Results	2023 National	2023 Results	2023 Target				
	54%	59%	50%	69%	2%		11%	11%				
Target setting		Target 20%+ out			Target 11%-19% out			Target accurate up to 9%				