

## Pupil premium strategy statement

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% (31.3% Jan 23)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Zoey Lowe Headteacher
Pupil premium lead	Chris Burton Deputy Headteacher
Governor / Trustee lead	Helen Hales

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,415
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£109,415

# Part A: Pupil premium strategy plan

## Statement of intent

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 and governors and wider community. By 'levelling the playing field' for disadvantaged pupils we ensure the same opportunities, experiences, support and aspirations as their counterparts. For some disadvantaged children, we offer an 'enhanced curriculum' to ensure they have access to enrichment and academic experiences. This is to widen life experiences and improve attitude towards school and self to help improve Cultural Capital. 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 – Autumn 2021.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance Disadvantaged pupil attendance is below non-PP ( Autumn 2022 - NonPP 94.2% - PP 93%). 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.
2	Phonics 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.
3	Reading Disadvantaged pupils have, on average, a lower reading age to their peers (5months lower whole school average). Whole school Autumn 2 assessments

	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.
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>
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>

## 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 inline with national average for non-disadvantaged attainment.</p> <p>2022 -&gt; 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>
Improved maths attainment for disadvantaged pupils.	<p>2024/25 KS2 maths outcomes to show attainment of disadvantaged pupils is inline with national average for non-disadvantaged attainment.</p> <p>2022 -&gt; 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>
Improved oral and language skills – phonetic fluency and vocabulary for disadvantaged pupils.	<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>
Improved attendance for disadvantaged pupils.	High attendance across whole school in excess of 96%. Consistent attendance for disadvantaged and non-disadvantaged

	<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: £ 48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NPQTL - CPD</i>	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’	1, 2, 3, 4
<i>Maths Mastery - CPD</i>	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’	4
<i>Assistant Head – KS1</i>	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’	1, 2, 3, 4, 5
<i>Subject development – CPD</i>	EEF Report – ‘Improving Literacy in KS1 – September 2020’ & ‘Improving Literacy in KS2 – September 2020’ 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’	1, 2, 3, 4, 5

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## 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’ &amp; ‘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>	2, 3
<i>Reading 1-to-1 and small group tutoring</i>	<p>EEF Report – ‘Improving Literacy in KS1 – September 2020’ &amp; ‘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>	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>	2, 3, 4

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

Budgeted cost: £ 21,415

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>The Hub – Nurture Support</i>	EEF Report – ‘Improving Behaviour in Schools – June 2019’	1, 5
<i>Attendance Officer</i>	EEF Report – ‘Working the Parents to Support Children’s Learning – December 2018’	1, 5
<i>Year 6 &amp; 4 Residential Subsidised Places</i>	EEF Report – ‘Using your pupil premium funding effectively – Oct	1, 5
<i>After-School Provision Subsidised Places</i>	EEF Report – ‘Improving Behaviour in Schools – June 2019’	1, 5
<i>Play Therapy</i>	EEF Report – ‘Using your pupil premium funding effectively – Oct	1, 5

**Total budgeted cost: £ 109, 415**

## 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% (December 2022). 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 is having an impact across school with new initiatives and strategies being embedded into daily practice.

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 2020-2021 than compared to the previous academic year and compared with their peers. Whole school standardised assessments and internally moderated work showed that although disadvantaged pupils continue to attain below that of non-disadvantaged during 21-22 academic year, the difference gap has reduced. Maths has shown the greatest improvement in attainment for disadvantaged compared with the previous academic year. 21-22 has seen 12% of disadvantaged pupils across school achieving greater depth in maths (16% non-disadvantaged) compared to 0% the previous 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 (94.6% December 2022).

## 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
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