

Foxhill Primary School Pupil Premium Statement 2024- 2025

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Foxhill Primary School
Number of pupils in school	225 (Including Nursery) 208 (Excluding Nursery)
Proportion (%) of pupil premium eligible pupils	15% (33 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sarah Thomason
Pupil Premium Lead	Angela Fletcher/Amanda Griffin
Governor / Trustee lead	Jonathan Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,070
Recovery premium funding allocation this academic year	N/A
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	£49,070

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged pupils:

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 all vulnerable pupils. 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 approach will be responsive to emerging information and the evolving individual needs of our children. We do not make assumptions about the impact of disadvantage, instead we assess and monitor each child robustly as an individual and looking at trends across school to identify learning needs, provision needs and more systemic needs such as staff CPD or school resourcing. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- Implement robust assessment and tracking systems which teachers and leaders own, and act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for all pupils' outcomes including disadvantaged and raise expectations of what they can achieve

We will strive to ensure:

- all disadvantaged pupils in school make expected progress rates in order to reach age related expectations at the end of year 6, therefore being secondary ready.
- narrow the gap between disadvantaged and non-disadvantaged pupils within school over the coming years.
- We monitor the mental well-being of all children, particularly disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that attainment among disadvantaged pupils has been impacted by their social circumstances and, well being. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths.
2	Attendance of disadvantaged children is at 93% which is slightly lower than non-pupil premium children at 96%. This results in missed learning time and opportunities to access the curriculum and specific interventions, where these are planned.
3	Research on children from disadvantaged backgrounds also shows they have less access to wider experiences including reading for pleasure materials, access to wider trips and learning as shows in this research - https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf We want more children to access and enjoy reading for pleasure. Have good role models inked to oracy.
4	Our assessments and observations indicate that the 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. Our range of 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 and now as a result of the current cost of living crisis. These challenges particularly affect disadvantaged pupils, including their attainment. Children with neurodiversity have also been impacted by the lack of opportunity to develop social and communication skills with peers. In the last 12 months more children have required additional support with social and emotional needs and are receiving small group interventions or referrals from the mental health team in school.
5	We are seeing an increasing number of children entering school with Communication and language issues , particularly within our Early years setting.

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
<p>Improve reading attainment amongst disadvantaged pupils.</p>	<p>Little Wandle phonics scheme is now well established in Reception and Year 1. We have rolled out this robust and rigid scheme across year 2 and into Key Stage Two where we see gaps.</p> <p>Those children who haven't passed the phonics screening in Year 2 access the rapid catch up in Year 2 so they are able to pass the recheck.</p> <p>We have begun monitoring and tracking through FFT phonics/reading assessments to ensure gaps in knowledge a tackled promptly. Gaps are quickly picked up and addressed.</p> <p>KS2 reading attainment in 2023-2024 for disadvantaged pupils was at 43% compared to non pupil premium at 64%.</p> <p>KS2 reading predictions for 2025 show that more than 60% of disadvantaged pupils are targeted to be at expected standard.</p>
<p>Improved writing attainment among disadvantaged pupils.</p>	<p>KS2 writing attainment in 2023-2024 for disadvantaged pupils was at 57% compared to non pupil premium at 64%.</p> <p>KS2 writing predictions for 2025 show that more than 60% of disadvantaged pupils are targeted to be at expected standard.</p>
<p>Improved maths attainment among disadvantaged pupils.</p>	<p>KS2 maths attainment in 2023-2024 for disadvantaged pupils was at 43% compared to non pupil premium at 59%.</p> <p>KS2 maths predictions for 2025 show that more than 60% of disadvantaged pupils are targeted to be at expected standard.</p>
<p>Improved attendance and punctuality for PP pupils to ensure that they are in school and ready to learn. Punctuality at school has improved.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 2%. • the percentage of all pupils who are

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	persistently absent being below 6% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
<p>Effective support mechanisms and outcomes to support children with mental well-being, particularly our disadvantaged children.</p> <p>Develop opportunities for PP children through Personal development SEF Objective - after school clubs, playing an instrument and other opportunities available at Foxhill.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations <p>Support for both children, staff and parents offered by the mental health team/Early Help</p> <p>We are giving our disadvantaged children experiences they may not have linked to trips within our local area. We are utilising our local area with trips to The Piece Hall, Bolling Hall, The Pantomime in Halifax, etc.</p> <p>Continue to seek support from Early Help and other external services where required.</p>
<p>Develop oracy skills within all lessons, particularly focussing on PP pupils.</p>	<p>Raise the profile of oracy e.g take part in oracy festival as a whole lead by CUSP, increased adults in provision in EYFS.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when looked at with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment for speaking and listening.</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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) address

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<p>CPD training through CUSP on raising skills in writing and reading.</p> <p>Writing moderation within Great Heights and with consultant for Years 2 and 6.</p> <p>Develop the writing curriculum through a novel based approach.</p>	<p>EEF guide to pupil premium - tiered approach - teaching is the top priority, including CPD.</p> <p>The EEF Guide to the Pupil Premium Education Endowment Foundation</p>	1
<p>Embed Little Wandle DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Ensure that the core elements of phonics are taught consistently using the principles of "keep up not catch up".</p> <p>Ensure all new staff have received training to deliver the phonics scheme effectively</p> <p>Ongoing TA training to enable CPD development Whole staff next steps Phonics training</p> <p>Little Wandle training extended to Year 2 and Key Stage Two where data shows children are not meeting expected standards and to address issue around fluency/automaticity/reading speed.</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF 1</p>	1
<p>Ensure that the core elements of maths are taught consistently.</p> <p>Continue to develop consistent application lesson structure for White Rose Maths</p> <p>Maths lead to continue to train on mastery programme through Maths Hub and feed back to staff</p> <p>CPD for all staff from Maths lead implementing the Big ideas in small steps.</p> <p>Adapt the format for teaching mental arithmetic across school</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:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in</p>	1

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	<p>the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Develop and teach the wider curriculum considering ambitious scope, rigour, coherence (the big ideas and links within and between subjects) and careful sequencing as our measures of quality. Underpin this with explicit, intentional teaching of vocabulary</p>	<p>CUSP curriculum Based on Ofsted evidence and priorities of scope, rigour, coherence and sequencing, increasing staff knowledge AND application of Cognitive Science can have a significant impact on rates of learning in the classroom inarticulacy retrieval.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf</p>	1

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

Budgeted cost: £15,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide intervention for pupils whose education has been most impacted by the pandemic or are experiencing a wider gap in attainment to peers. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <p>Daily maths intervention to respond quickly to those children who have struggled with particularly focus on PP children.</p>	<p>Targeted intervention 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>and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Continue to create a love for reading with various strategies through author of the month, whole school reading assembly and reading ambassadors.</p>	<p>Evidence base for positive impacts of reading for pleasure strategies</p> <p>Reading for pleasure resources BookTrust</p>	3
<p>Broaden the offer provided to children at Foxhill through experience OPAL play experience. All staff trained during September</p>	<p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	3,4

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INSET on the theory and development of OPAL play by OPAL team.		
Rigorous monitoring of attainment and progress through FFT assessment system. New pupil progress systems to ensure PP are closely monitored and actions taken quickly to ensure maximum progress.	EEF Attainment Gap Report 2018.pdf	1

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

Budgeted cost: **£12,185**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer to support families with attendance and support as needed. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>New attendance policies with clear process</p> <p>Tightening of punctuality</p> <p>Work with attendance officer as required</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parent</p>	2
Provide a Nurture Group focusing on specific skills e.g. fine motor, social skills, developing well-being.	Develop the self-esteem of children whilst at the same time focusing on more specific areas e.g. social skills, cutting skills.	1, 4
Ongoing support from mental health team/Early Help, i.e. trauma injury, calming strategies etc	EEF Evidence 'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	4

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	<p>Interventions focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionalllearning</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/beh</p>	
<p>Embed SCARF with weekly lessons and assemblies</p>	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning Research tells us that hungry children find it harder to concentrate and learn.</p>	<p>1, 4</p>

Total budgeted cost: £ 45,735

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.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

DfE has shared our school's 2024 performance data with us. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2023/24 are significantly lower than our non pupil premium children.

As evidenced in schools across the country, children's well-being has been affected.

Year 6 2023

		Actual results			Pupil progress			
Pupils		Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma) DFE	% Higher standard (Re, Wr, Ma) DFE	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)	
Gender	Male ›	15	105.1	53%	7%	+1.5	-4%	+2%
	Female ›	15	108.2	80%	20%	-0.0	+7%	+8%
DFE Prior Attainment	Higher attainers ›	8	113.8	100%	50%	+2.8	+7%	+23%
	Middle attainers ›	16	105.2	75%	0%	+0.2	+6%	-2%
	Lower attainers ›	6	99.6	0%	0%	-0.6	-18%	-0%
Pupil Premium	FSM (in last 6 years) ›	4	104.9	75%	25%	+0.1	+14%	+12%
	Not FSM (in last 6 years) ›	26	106.9	65%	12%	+0.8	-0%	+4%
FSM	FSM ›	3	107.7	100%	33%	+0.1	+23%	+16%
	Not FSM ›	27	106.5	63%	11%	+0.8	-1%	+4%

2024-2025 Predictions

Subject	PP At expected or Above	Non PP At expected or Above
Y6 KS2 Reading	2/5 - 40%	22/25 - 88%
Y6 KS2 writing	2/5 - 40%	22/25 - 88%
Y6 KS2 Maths	2/5 - 40%	22/25 - 88%
Y6 KS2 Combined	2/5 - 40%	22/25 - 88%

24-25

Subject	Disadvantaged At or Above	National Disadvantaged	Non PP At or Above	Difference At or Above
KS2 SATs Reading	43% 3/7	62.5%	64% 14/22	-21%
KS2 SATs writing	86% 6/7	58.5%	73% 16/22	+22%
KS2 SATs Maths	57% 4/7	59.1%	59% 13/22	-2%
KS2 SATs Combined	43% 3/7	45.5%	36% 8/22	+7%
Phonics	0% 0/2	68.3%	92% 26/28	-92%
EYFSP	0% 0/2	51.9%	82% 25/28	-82%

The gap is particularly apparent in EYFS data, with the largest area of difference in writing. This is as expected as these children have had only had 10mths to close the gap.

The gap closes slightly in KS1 SATs data, with writing a key focus area to develop. Note that the cohort performed higher than national disadvantaged groups.

Phonics and Early reading has been a huge focus for school and we have addressed the consistency in approach and use of interventions to ensure PP children are making better progress to close the gap.

In KS2 SATS Disadvantaged children attained and made higher progress than the

whole cohort for combined RWM. 43% RWM compared to 44% for this cohort nationally. We recognise the gap between our PP and Non PP pupils and have addressed this through interventions and further staff CPD as outlined above. Persistent absence among disadvantaged pupils was higher than their peers in 2022/23, however overall was below national average. Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. In the light of impacts last year we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Additional Activity

Our pupil premium strategy is supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate including the continuous resourcing for Opal Play.
- Developing areas within school; EYFS gross motor outdoor area and KS1 outdoor area to improve access for boys due to the large number of boys at Foxhill.

Planning, implementation, and evaluation

Development of the pupil premium strategy is based on ongoing review and self evaluation on school performance against the last plan. We reviewed evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the

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challenges faced by disadvantaged pupils. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupil attainment.