

Foxborough Primary School: Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Foxborough Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	51% (98/186)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Pauline Sweetman
Pupil premium lead	Pauline Sweetman
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 122395.00
Recovery premium funding allocation this academic year	£ 13340.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 2547.00
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	£ 138282

Part A: Pupil premium strategy plan

Statement of intent

Our intent:

The overarching intent of our three-year Pupil Premium strategy is to champion the aspirations and needs of pupils from disadvantaged backgrounds, enabling all pupils to thrive on an intrapersonal, interpersonal, societal and global level. This means all disadvantaged pupils will be nurtured to achieve well within and beyond the classroom.

Our underlying principles:

Our Pupil Premium strategy is based around 4 pillars:

- *Excellent relationships*
- *A highly skilled workforce*
- *A well structure curricular*
- *Oracy/Communication (Rowlands, 2020)*

Our three-year strategy:

In September 2021, we are launching our three-year strategy. This plan seeks to build on our long-term approach of championing the needs of pupils from vulnerable groups through evidence-based means, while building upon the lessons learnt from the pandemic and responding accordingly. Within each of the three years, there is a strategic focus:

- **Year 1 (2021-2022): Information and application:** *raising the profile of pupils who attract PP funding through effective information sharing; research-led CPDL inputs for staff to support pupils from vulnerable groups; developing effective parental engagement; empowering middle leaders with the tools and information to take ownership over PP achievement within their own areas.*
- **Year 2 (2022-2023): Development and expertise:** *pioneering action-research projects to raise achievement of Pupil Premium pupils; development of department specific visions for Pupil Premium achievement; making long-term investment decisions to best support our Pupil Premium pupils; a focus on strengthening relations with our hardest to reach families.*
- **Year 3 (2023-2024): Outreach and innovation:** *development of new partnerships across the local community and region to effectively pool resources; development of a Pupil Premium transition strategy ; embedding examples of effective action research projects.*

Our intended outcomes

We adopt a tiered, well-rounded approach to Pupil Premium spending to balance approaches to improving teaching, targeted academic support, and wider strategies. We base our evidence on research and best practice. Our strategy is over 3 years to ensure we can launch and embed our pillars to maximise improvements for all.

To ensure pupils eligible for the pupil premium grant (PPG) achieve this we will:

- Continue to foster excellent relationships in our school and community to ensure pupils and families can thrive with open communication and support*
- Continue to understand what the impact of growing up in low-income households can have on our pupils and families through research, CPDL and working with our families.*
- Continue to understand what potential barriers pupils in receipt of the PPG could face in their learning through research, CPDL and working with our families.*
- Continue to use the above information effectively to inform practice and provision.*
- Ensure Foxborough Primary School has a Highly skilled workforce to deliver quality first teaching and excellent provisions*
- Support all pupils with opportunities and cultural capital*
- Provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum, using and applying the most effective pedagogy, supported by the use of additional, delegated funding;*
- Work in partnership with families of pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement;*
- Work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.*
- Continue to have high expectations of all our pupils*

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language/ Oracy
2	On entry starting point (from n-6) below national expectations or without English (mobility)
3	High percentage of PP pupils being further disadvantaged due to SEND (Including SALT needs)
4	Impact of ACEs/ developing executive function skills
5	Access to high quality teaching for all pupils who have been impacted by the global pandemic
6	Access to target support for pupils who have been impacted by the global pandemic
7	Cultural capital and experiences

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
<i>Communication and Language/ Oracy</i>	Communication and Language - Pupils' specific communication and language needs are identified quickly and accurately. - There is a robust system of APDR in place for all pupils with CL needs. - Pupils have developed their Communication and Language skills from their starting point. - CL is supported effectively by class teacher, provisions, SALT support and external SALT assessment. Oracy 2 members of staff have completed Year 1 of Voice 21 oracy programme - Teachers are confident in what Oracy is, how it develops our learners and how to implement in class. - Pupils are more confident in speaking, listening, reasoning and argument- this positively impacts reading and writing skills across the school. - There is a well-structured, sequence of oracy teaching and learning across the school.
<i>On entry starting point (from n-6) below national expectations</i>	- Pupils make good progress from their starting points - Effective on-entry assessment is in place (Internal baseline in Nursery, national baseline in Reception, and accurate formative and summative assessment in Years 1-6). - Effective use of GLS tests to pinpoint specific learning needs, and these needs are supported. - Tailored, focused and responsive programme of CPDL in place for all staff to support effective practise and support pupil progress. - High quality first teaching in all classes, utilising Walk Thru books and Instructional Coaching (for teachers). - Effective academic provisions in place to support progress (using PIXL) - Additional reading and phonics support from specialist - Effective use of assessment data to inform planning, teaching and provisions using FFT Aspire. - CGP homework books support pupils progress, giving the opportunity to reinforce learning at home and develop retrieval skills. - A Home learning club supports all pupils to engage in home learning- in a supportive and inclusive manor (supported by pupils too)
<i>High percentage of PP pupils being further disadvantaged due to SEND (Including SALT needs)</i>	- Effective identification of SEND pupils. % - Effective CPDL focusing on SEND, ADPR and specific needs (delivered inhouse and by specialists e.g. Educational Psychologist) - SEND surgeries support teacher and pupils. - Effective communication with parents re learning plans and provisions, how to help at home support excellent relationships and progress. - Specialist, regular SALT sessions for all pupils with SALT needs - SALT lead recommendations actioned by class teachers - External SALT support for summative assessment and training
<i>ACE / developing executive</i>	Astute understanding of our pupils and their backgrounds.

<i>function skills</i>	• Deep understanding of what impact having ACEs, especially 4+ can have on development and strategies to support pupils to feel secure, safe and ready to learn. • Effective programme of pastoral support in place and effectively supporting pupils- Inhouse (e.g. LEGO therapy, bereavement, learning mentor, sports mentor) and external support (Counsellor, play therapy, educational psychologist) • Effective safeguarding process in place to support pupils and families.
<i>Access to high quality teaching for all pupils who have been impacted by the global pandemic</i>	• A robust assessment on moderation process supports a deep understanding of where pupils are, where they need to be and the steps they need to get their (supported by CPDL, Instructional coaching, • All staff have the opportunities to take part in action research, with action research training. • Progressive, structured curriculum • Instructional coaching • Effective QA leads to improved provision and outcomes • The 'Reading challenge' is part of every class • RW Inc books training • Accelerated reader is being used effectively to support comprehensive retrieval and recall skills • Reading challenge has been launched and there is a high percentage of pupils engaging with it •
<i>Access to target support for pupils who have been impacted by the global pandemic</i>	• Targeted, evidence based, effective Provisions are in place • TAs have received high quality training • Academic provisions enable pupils to make progress • Academic mentor is in place and effectively supporting pupil achievement • NTP has been utilised effectively • There is a full programme of pastoral support to develop SEMH and other personal development needs • GLS assessments are used effectively to support progress
<i>Cultural capital and experiences</i>	• There is a clear programme of trips, visits and visitors planned- including religious visits. • There is a programme of unique opportunities designed for all year groups to support aspirations, awe and wonder e.g. first aid, London Irish rugby, swimming, residential. • Pupils' experiences citizenship and understand how they can improve society. • There is a full programme of free Extracurricular clubs • Specialist music tuition for all pupils for one term • Our farm is well established and supporting personal development

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: £ 8,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPDL course	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. (EEF (21). The EEF Guide to the Pupil Premium—Autumn 2021. EEF) CPDL is guided by the principles set out by the EEF, ensuring that LSAs are adding value to vulnerable groups of pupils rather than ever replacing teachers for these groups https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Rowland (2021) reminds leaders that all staff need to be clear on what good and inclusive teaching looks like. He writes: “A common understanding about the school’s approach to inclusive teaching is vital, from the senior leadership team to the classroom.” (Rowland, M. (2015). An updated guide to The Pupil Premium. John Catt) Jensen, E. (2009). Teaching with poverty in mind. ASCD	1,2,3, 4
Phonics Training-external provider 10 staff	EEF recommends that at least half of Pupil Premium spending is spent on improving the quality of all teaching CPDL is guided by the principles set out by the EEF, ensuring that LSAs are adding value to vulnerable groups of pupils rather than ever replacing teachers for these groups https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Jensen, E. (2009). Teaching with poverty in mind. ASCD Rowland, M. (2015). An updated guide to The Pupil Premium. John Catt	1,2,5,6

Instructional coaching offer (all teachers)	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. (EEF, THE EEF GUIDE TO THE PUPIL PREMIUM, DFE/Sutton Trust) Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.)EEF (21). The EEF Guide to the Pupil Premium—Autumn 2021. EEF) Rowland (2021) reminds leaders that all staff need to be clear on what good and inclusive teaching looks like. He writes: “A common understanding about the school's approach to inclusive teaching is vital, from the senior leadership team to the classroom.” (Rowland, M. (2015). An updated guide to The Pupil Premium. John Catt) Jensen, E. (2009). Teaching with poverty in mind. ASCD Sherrington (20) Teaching WalkThrus: Five-step guides to instructional coaching: Visual step-by-step guides to essential teaching techniques. John Catt	2,5,6
Curriculum development	‘It is important to have an awareness of what good curriculum looks like. However, do not get lost in the complexity of the literature. It is about what we teach, how we teach it, and how we check if it has stuck and been understood by our pupils. In terms of poverty, it is about asking how the curriculum has landed and is experienced by our most disadvantaged children.’ (Harris, S. (21). Crafting your curriculum with poverty in mind. SecEd) The most effective curriculum leaders review, discuss and refine their curriculum across topics and subjects (Turner (16). <i>Secondary Curriculum and Assessment Design</i>. Bloomsbury	1,2,3,4,7
Voice 21 - Oracy	‘In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life.’ (https://voice21.org/understanding-oracy/) Report from Plymouth Marjon University on the impact of oracy of disadvantaged pupils	1,2,3,5,6,7

	(https://www.marjon.ac.uk/about-marjon/news-and-events/marjon-news/disadvantaged-pupils-closing-the-gap-on-peers-thanks-to-plymouth-oracy-project.html) The importance of early language acquisition. Rowland, R. (20 'Learning, not labels' Improving outcomes for disadvantaged and vulnerable learners. Research School .org)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted provisions-academic (structured interventions)</i> PIXL RWI Accelerated reader	'Targeted academic support - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy'. (EEF (21). The EEF Guide to the Pupil Premium—Autumn 2021. EEF) Benefits of PIXL (https://www.nfer.ac.uk/publications/IMUL01/IMUL01.pdf) EEF study demonstrates that FSM pupils make greater accelerated progress via Accelerated Reader compared with their peers (https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader) Benefits of Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,5,6
<i>Targeted provisions-pastoral (structured interventions)</i>	'Wider strategies- Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment.' (EEF (21). The EEF Guide to the Pupil Premium—Autumn 2021. EEF)	4,5
<i>Phonics support</i> RWI	The importance of early language acquisition. (Rowland, R. (20 'Learning, not labels' Improving outcomes for disadvantaged and vulnerable learners. Research School .org) CPDL is guided by the principles set out by the EEF, ensuring that LSAs are adding value to vulnerable groups of pupils rather than ever replacing teachers	1,2,3,5,6

	for these groups (https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) The EEF recommends the PhAB to inform phonics-based interventions (https://www.researchgate.net/publication/321429882_Early_Years_Measure_Database)	
<i>Home learning club</i>	Support for pupils who may not have support at home due to parent's work commitments, siblings, other needs Parents and children living in poverty have the same aspirations as those who are better off (Gill Main, University of Leeds, 2018) (https://theconversation.com/parents-and-children-living-in-poverty-have-the-same-aspirations-as-those-who-are-better-off-103897)	1,2,3,5,6
<i>Boosters- Year 6</i>	'Targeted academic support - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy'. (EEF (21). The EEF Guide to the Pupil Premium—Autumn 2021. EEF) Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Precision teaching has been identified through a range of studies as having had a positive impact of pupil outcomes when deployed consistently (https://www.ucl.ac.uk/educational-psychology/resources/CS1Murton15-18.pdf)	1,2,3,5,6
<i>Precision teaching</i>		
<i>Academic mentor</i>		
<i>National Tutoring Programme (Years 4 and 5)</i>		
<i>NELI accreditation</i>	Report from Plymouth Marjon University on the impact of oracy of disadvantaged pupils (https://www.marjon.ac.uk/about-marjon/news-and-events/marjon-news/disadvantaged-pupils-closing-the-gap-on-peers-thanks-to-plymouth-oracy-project.html) The importance of early language acquisition. (Rowland, R. (20 'Learning, not labels' Improving outcomes for disadvantaged and vulnerable learners. Research School .org)	1,2,3,4,6
<i>GLS assessments</i>	Understanding pupils starting points and barriers to learning	2,3

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Counsellor for pupils</i>	'Wider strategies- Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment.' (EEF (21). The EEF Guide to the Pupil Premium—Autumn 2021. EEF) Well being a pastoral support- UK Government. (20) Guidance: Supporting wellbeing. Schools have been using various methods to ensure that they are supporting pupils' wellbeing and providing pastoral care. Department of Education The effectiveness of well-deployed school counselling has been referenced in several research papers, including recently within The Lancet https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/	2,4,7
<i>Play Therapist</i>		
<i>Educational Psychologist support</i>		
<i>Attendance plans</i>	'Wider approaches- Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy' (EEF (21). The EEF Guide to the Pupil Premium—Autumn 2021. EEF)	2,6
<i>Farm</i>	'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' (OFSTED 21)	1,6,7
<i>Opportunities</i>		
<i>Trips</i>		
Cultural Literacy "Aspire Week" across trust. An established event pre-COVID that will be re-initiated. The event is designed to provide pupils receiving the Pupil Premium with a range of cultural experiences designed to develop their intrapersonal, interpersonal, societal and global skills	The value of improving cultural literacy through pupil premium spending has been evaluating as being successful, for example by A New Direction (A.N.D) https://www.anewdirection.org.uk/asset/3282/download	7

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Voice 21	Voice 21
Provision Map	
Jigsaw	
Discovery RE	
Read Write Inc Training	
PIXL	PIXL
FFT Aspire	FFT
FFT Attendance Tracker	FFT

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

With such a high proportion of our pupils in receipt of the PPG, with further families living just above the funding requirements our school has not separated our PP strategies from our whole school Development Plan (SDP). Our SDP is ambitious, and research driven.