

Pupil premium strategy statement – Foxborough Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 to 2026-2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jessica Theisinger, Headteacher
Pupil premium lead	Jessica Theisinger
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,745
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	N/A
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£125,745

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Our intention is that every pupil at Foxborough Primary School, irrespective of their background, starting points or challenges will achieve the very best outcomes in progress and attainment. Each child will have their wellbeing supported and their lives enhanced by an enrichment of experiences and opportunities beyond the classroom, which we call the 'Foxborough Offer'. We intend to remove any potential barriers to attendance, participation, and inclusion in the full life of our school community. We intend that every student feels valued and truly part of the school.

We put the families of Foxborough at the heart of our approach and work with the community to listen and understand the complex challenges they face on an individual basis and to consider how we can support families in overcoming any potential barriers.

We work collectively and purposefully to create a culture of belonging, where every student feels like an important part of our school community and is nurtured and challenged to become a confident learner. This is developed through positive routines and relationships, supported by ongoing CPD for all staff.

A high-quality pastoral system is the foundation of this culture. Relationships are proactively fostered between school staff, pupils, and their families, including support from our Pastoral and Family Support Lead. Our core values of Responsibility, Open-mindedness, Challenge and Kindness (ROCK) shape our strategy and approaches. Our intention is shared with all stakeholders, including governors and owned by all who work with our children. High aspirations are at the core of this approach, where the success of each child is celebrated.

High-quality teaching and learning is at the heart of our approach, with a focus on the needs of our disadvantaged cohort. We plan with the needs of our disadvantaged and vulnerable pupils' provision in mind, not as an afterthought. We know that the strategies that benefit our most vulnerable pupils also support the attainment and progress of our non-disadvantaged students and are careful to monitor this alongside their disadvantaged peers. We ensure that staff professional development is a core strategic priority; we develop staff through coaching and CPD pathways to ensure that staff are regularly trained with evidence-based approaches which will have the most impact on the positive outcomes of our learners.

We will ensure that our curriculum is carefully structured to enable pupils to have the pre-requisite knowledge to access the curriculum and to be challenged through ambitious content and vocabulary, and opportunities for debate and discussion. The pillars of our curriculum encompass these aspirations: knowledge, exploration and communication. Oracy is at the heart of what we do: we challenge our pupils to be better speakers and better listeners so that they will be able to use their voice literally and figuratively as a lever for change for themselves and others.

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:

- Have high aspirations for the attainment and progress of disadvantaged pupils
- Ensure that pupils have access to the right pastoral support to enable them to learn
- Ensure that all pupils have access to a wide range of enrichment opportunities that develop cultural capital and opportunity
- Provide high-quality professional development opportunities for staff to continuously improve their pedagogy and practice so that pupils have access to excellent teaching.

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 from Reception through to KS2 and are more prevalent among our disadvantaged pupils than their peers.
2	Baseline assessments using the checkpoints in Development Matters for Nursery and Reception pupils show that pupils are often already working well below age-related expectations when they start at Foxborough. The areas of learning most affected are Communication and Language and Literacy. These gaps do close over time with a clear focus on Oracy, C & L and phonics; however, children in KS2 take longer to develop their writing skills in line with national expectations.
3	Analysis of our Pupil Premium data demonstrates that pupils in receipt of the PP with no other factors achieve well. However, 43% of our pupils in receipt of the PP also have SEND and 26% of those pupils are PP, SEND and EAL. Pupils who are affected by two or three of these factors often struggle in their learning. Many of the pupils on the SEN register require SALT in particular.
4	In depth analysis of pupil contextual details mapped with pupil attainment shows many pupils have experienced at least one Adverse Childhood Experience and that a significant amount have experienced more than 4. Observations of pupils and SEND observations from external professionals show that these pupils struggle with executive functioning skills as a result of trauma in early childhood.
5	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 1-2% lower than for non-disadvantaged pupils. 26.6% of disadvantaged pupils have been 'persistently absent' compared to 15.9% of their peers during that period. Our assessments and observations

	indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
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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 Communication and Language and Oracy skills and vocabulary for disadvantaged pupils	- Disadvantaged pupils demonstrate a measurable increase in the use and understanding of age-appropriate vocabulary, assessed through regular classroom observations, vocabulary assessments, and teacher feedback. - Pupils in Reception have developed their Communication and Language skills from their starting point in line with the Early Learning Goal. - Internal and external SALT support assessments demonstrate pupils are making progress through their personalised programmes. - The school has achieved the Voice 21 school benchmarks and is on the pathway to become an Oracy centre of excellence. - Pupils are able to articulate their thoughts clearly and confidently in class discussions, presentations, and peer conversations, as observed through structured speaking and listening activities. - Pupils show improved listening comprehension skills, evidenced by their ability to follow multi-step instructions, respond accurately to questions, and engage in class discussions with greater understanding. - Pupils regularly participate in and engage with language-rich activities (e.g., storytelling, role-play, and debates), which are tracked through teacher observations.
Disadvantaged pupils who join Foxborough from Early Years make good progress from their starting points in order to close gaps in Literacy skills by KS2.	- Disadvantaged pupils' progress in literacy is regularly tracked from their starting points using baseline assessments (e.g., phonics screening, reading comprehension, and writing samples) and termly progress reviews. Pupils make at least expected progress or better across key literacy milestones (e.g., phonics, reading fluency, writing). - By the end of KS1, the literacy gap between disadvantaged pupils and their peers is reduced by at least 2%. This is measured through formal assessments, including phonics screening checks, reading age assessments, and writing benchmarks. - Disadvantaged pupils make accelerated progress in

	reading, with a target of at least 70% achieving age-related expectations or exceeding in reading comprehension by the end of KS2. This will be measured by termly reading assessments and national standardised tests. - Disadvantaged pupils demonstrate consistent improvement in writing skills, including grammar, punctuation, spelling, and composition. Progress is evidenced through writing portfolios, termly teacher assessments, and moderation activities, showing a closing of gaps in writing proficiency by the end of KS2. - By the end of Early Years (EYFS), at least 50% of disadvantaged pupils are working at or above age-related expectations in early literacy skills (e.g., phonological awareness, letter-sound recognition, basic writing). Gaps identified at the start of Reception are measurably reduced by the time pupils enter Year 1.
Pupil Premium pupils who are also impacted by other educational challenges such as EAL and SEND are supported through precise and targeted interventions that assess the greatest area of need in order to improve progress and attainment.	- Pupils with SEND are identified early so that effective support can be put in place. - Pupils have personalised intervention plans that address their specific areas of need, including language acquisition for EAL pupils and tailored support for SEND needs. Progress in these areas is monitored and adjusted regularly based on pupil response to interventions. - Parents and carers receive regular information regarding their child's learning plans and provisions and how to help at home. This level of communication supports excellent relationships and progress. - Interventions are reviewed and adjusted at least termly to ensure they remain effective. This is evidenced by updated individual education plans (IEPs) for SEND pupils, EAL progress trackers, and intervention logs that show responsive adjustments to pupil needs. - Specialist, regular SALT sessions are in place for all pupils with SALT needs. SALT lead recommendations are implemented by class teachers which support pupils in lessons. External SALT support is available for summative assessment and training. - SEND pupils achieve in line with SEND pupils Nationally in end of key stage outcomes.
Pupils who have experienced ACEs are supported to improve executive functioning skills which improve metacognition and behaviour for learning.	- Pupils demonstrate an improvement in metacognitive skills, such as planning, self-monitoring, and reflection on their own learning. This is evidenced by pupil self-assessments, increased use of metacognitive strategies in lessons, and teacher reports on greater pupil independence in learning tasks. - Through a programme of training, teachers have an astute understanding of our pupils and their backgrounds.

	• Staff have a deep understanding of what impact having ACEs, especially 4+ can have on development. Staff are equipped with strategies to support pupils to feel secure, safe and ready to learn. • An excellent programme of pastoral support is in place and effectively supports pupils. This includes in-house support such as LEGO therapy, bereavement counselling, learning mentoring and a sports mentor and external support such as a counsellor, play therapist, educational psychologist and psychotherapist. • An effective safeguarding process is in place to support pupils and families. Staff are able to identify how safeguarding concerns may affect more vulnerable pupils. • Pupils display improved emotional regulation, with fewer incidents of emotional outbursts or disengagement due to stress or frustration. This is monitored through behaviour logs, pupil voice, and teacher/mentor feedback, showing more consistent participation in learning. • By the end of KS2, pupils who have experienced ACEs show sustained improvements in both behaviour for learning and academic performance. This is evidenced through a significant reduction in behavioural incidents, improved academic assessments, and teacher observations of enhanced executive functioning and metacognition skills.
Disadvantaged pupils have planned opportunities to have engaging experience that enrich the curriculum and develop cultural capital. This also supports improved attendance.	• There is a clear programme for all pupils of trips, visits and visitors planned - including religious visits that links to and enhances the school curriculum. • 75% of pupils complete the Foxborough Reading Challenge, giving access to engaging and diverse age-appropriate texts and there is a high percentage of pupils engaging with it. The library has been redeveloped to provide pupils and families with access to books. • There is a programme of unique opportunities designed for all year groups to support aspirations, awe and wonder which include first aid, sport, rugby, swimming and karate. • There is a full programme of free extra-curricular clubs • Our farm is well established and supporting personal development • Pupils demonstrate an increased awareness and understanding of different cultural, social, and historical contexts through exposure to enriching experiences. This is evidenced through pupil feedback, class discussions, and assessments that show pupils applying knowledge gained from these experiences in their learning. • Pupils display increased engagement and motivation in their learning, particularly in curriculum areas linked to enrichment activities. Teachers report improved participation, enthusiasm, and curiosity in

	lessons following enrichment experiences, as measured through pupil voice surveys, classroom observations, and lesson engagement logs. Pupils explore and develop new interests or aspirations based on exposure to enrichment activities (e.g., career inspiration from museum visits or workshops). Feedback from pupils and teachers indicates that disadvantaged pupils are more likely to express future ambitions or engage in extracurricular activities that extend beyond the classroom.
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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: £53,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Read Write Inc. Resources and Ruth Miskin training, which is a DfE validated System	- EEF recommends that at least half of Pupil Premium spending is spent on improving the quality of all teaching. - EEF Phonics Learning toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics - DfE Reading Framework 2022 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1102800/Reading_framework_teaching_the_foundations_of_literacy_-_Sept_22.pdf - 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, 3

matic Synt hetic Phon ics progr amme to secur e stron ger phoni cs teach ing for all pupil s.		
Instru ction al coac hing offer (all teach ers and HLT As) inclu ding purch ase of coac hing softw are (Step Lab)	• 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. https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium • 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 • StepLab evidence base- White Paper https://steplab.co/resources/the-evidence-and-rationale-behind-steplab/66d9c87f0982810001156bd9	1, 2, 3, 4, 5
Purc hase of Voice 21 - Orac y subs cripti on	• ‘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: https://www.marjon.ac.uk/about-marjon/news-and-events/marjon-news/disadvantaged-pupils-closing-the-gap-on-	1, 2, 3

including specialist support	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) - EEF Oral language toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions - Ofsted Education Recovery in Early Years settings: https://www.gov.uk/government/publications/education-recovery-in-early-years-providers-summer-2022/education-recovery-in-early-years-providers-summer-2022	
Purchase of standardised diagnostic assessments (PiXL and FFT), including resources interventions to target specific areas	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	2, 3
Curriculum development, including purchase of Primary Knowledge Curriculum scheme	'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). Secondary Curriculum and Assessment Design. Bloomsbury - 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: Mathematics guidance: key stages 1 and 2 - The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2, 3, 4, 5

mes of work and Whit e Rose Powe r Math s We will also fund teach er relea se time to embe d key elem ents of guida nce in scho ol and to acce ss Math s Hub resou rces and CPD (inclu ding Teac hing for Mast ery traini ng and one mem ber of staff		
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to become a Mastery specialist).		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic provisions: (structured interventions) PIXL, EP consultations with staff and parents, SALT provision and consultations, SENCO/SEN teacher Precision teaching	- 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 - Benefits of Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3, 4
Additional targeted Phonics 1:1 and small group tuition (RWI)	Education Endowment Foundation (EEF) – Phonics Toolkit The Education Endowment Foundation (EEF) has consistently identified phonics interventions as highly effective in improving the reading abilities of disadvantaged pupils. Phonics interventions are ranked as having a significant impact, with an average improvement of +5 months' progress in reading ability. - Department for Education (DfE) – Phonics Screening Check The Department for Education (DfE)'s Phonics Screening Check has shown year-on-year improvements in pupils' phonics outcomes, particularly for disadvantaged pupils. The screening check ensures that schools are using phonics	2, 3, 4

	systematically and provides data that highlights the success of targeted interventions. • National Literacy Trust – Phonics and Disadvantaged Pupils The National Literacy Trust emphasizes the importance of phonics interventions for closing literacy gaps between disadvantaged pupils and their peers. Their research shows that disadvantaged pupils are more likely to start school with language delays, and targeted phonics interventions are essential for helping these pupils catch up. • Ofsted – Effective Use of Pupil Premium for Phonics • Sutton Trust – Improving Literacy through Phonics • British Dyslexia Association – Phonics for Disadvantaged and SEN Pupils The British Dyslexia Association has found that systematic phonics instruction is particularly effective for disadvantaged pupils, especially those with additional learning needs, such as dyslexia. They advocate for structured phonics interventions as a key component of literacy support for all disadvantaged pupils.	
Extra targeted support for pupils that may not have the support, space or facilities at home to support learning: Home learning club/Year 6 Boosters	• Education Endowment Foundation (EEF) – Extending School Time & Homework Clubs The Education Endowment Foundation (EEF) has conducted extensive research on the impact of extended school time and homework clubs for disadvantaged pupils. Their findings indicate that targeted after-school programs, such as learning clubs or booster sessions, can add up to +3 months' additional progress for disadvantaged pupils. • Sutton Trust – Enrichment and Tutoring for Disadvantaged Pupils The Sutton Trust emphasizes the importance of extra-curricular and academic support outside of regular school hours for disadvantaged pupils. Their research shows that home learning clubs, tutoring, and booster sessions are particularly effective for pupils who do not have sufficient support at home, providing both academic and emotional benefits. • Ofsted – Effective Use of Pupil Premium for Learning Clubs Ofsted has reported on schools that use Pupil Premium funding effectively to support disadvantaged pupils through homework clubs and booster sessions. Ofsted evaluations show that schools offering these targeted provisions see notable improvements in the attainment and engagement of disadvantaged pupils. • National Foundation for Educational Research (NFER) – Homework Clubs and Disadvantaged Pupils	2, 3, 5

	Research by the National Foundation for Educational Research (NFER) emphasizes the positive impact of homework clubs and booster interventions for pupils who lack support at home. Their studies show that these clubs are particularly effective for disadvantaged pupils, who often experience educational barriers outside of school.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in 'Foxborough Offer' opportunities, trips, visits and free extra-curricular opportunities, including purchase of Lyfta and supplemented 'Rocksteady' lessons for pupils to have group tuition learning musical instruments.	• Education Endowment Foundation (EEF) - Arts Participation and Cultural Capital. The EEF highlights that arts participation, including activities such as theatre visits, music lessons, and cultural trips, has a moderate impact on academic outcomes, with an average of +3 months' progress. For disadvantaged pupils, the impact can be even more pronounced, particularly in terms of improved social skills, well-being, and broader learning opportunities that they might not otherwise experience. • Sutton Trust - "Parent Power" Report (2018) • 3. Ofsted - "The Pupil Premium: How Schools are Spending the Funding Successfully to Maximise Achievement" (2013) Ofsted's report on the use of the Pupil Premium funding highlighted several schools that successfully use the funding to support trips, enrichment, and extra-curricular activities. It found that when schools invest in enriching experiences, disadvantaged pupils show improved engagement and attendance, leading to better progress in learning. • Social Mobility Commission - "An Unequal Playing Field" (2019) This report highlights the significant impact of extra-curricular activities on social mobility. It finds that children from disadvantaged backgrounds often miss out on enrichment opportunities, which limits their cultural capital, social networks, and readiness for future education and employment.	4, 5
Targeted pastoral provisions: (structured interventions) Play therapist, School counsellor,	There is strong UK-based evidence that targeted pastoral provisions, such as interventions from play therapists, school counsellors, psychotherapists, SEN teachers, and nurture provisions, provide significant benefits to disadvantaged pupils. These	2, 3, 4

Psychotherapist, SEN teacher Nurture provision	structured interventions are particularly effective in supporting pupils' social, emotional, and mental well-being, which is closely linked to their academic progress and overall development. • Education Endowment Foundation (EEF) – Social and Emotional Learning (SEL) The EEF highlights that social and emotional learning (SEL) interventions can have a significant positive impact on disadvantaged pupils, with an average gain of +4 months' progress. These interventions include school counsellors, therapeutic support, and nurture groups, all of which focus on improving emotional regulation, relationships, and self-awareness. • The Nurture Group Network (NGN) – Nurture Groups and Academic Progress The Nurture Group Network provides evidence on the positive impact of nurture provision for disadvantaged and vulnerable pupils. Nurture groups are a form of targeted pastoral care aimed at improving emotional well-being, social skills, and behaviour, which in turn helps to close the attainment gap for disadvantaged pupils. • Place2Be – School-Based Counselling and Mental Health Support • British Association for Counselling and Psychotherapy (BACP) – School Counselling Impact • The Anna Freud National Centre for Children and Families – Early Intervention and Mental Health	
Attendance support for families by Family Support Lead, including embedding principles of good practice set out in DfE guidance.	• DfE's working together to improve school attendance. • '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) EEF- Understanding the use of Attendance & Family Liaison Officers as a school level strategy to improve attendance	4, 5

Total budgeted cost: £ 125,745.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 data from 2024-25 demonstrates that although Reading data for this academic year was not strong, there was no indication to show that Pupil Premium was a barrier to achievement. In fact, in Reading, Pupil Premium pupils outperformed non-PP pupils. This demonstrates that Reading should quite rightly be a continued priority for the school particularly focusing on progress of pupils with complicating factors such as ACEs or SEND. Our school development plan reflects this emphasis with 'Motivated Readers' being one of the four priorities over the same period as this strategy. Careful analysis shows that further support is needed for Pupil Premium pupils in Reading post Phonics to ensure that they continue to make rapid progress in fluency and vocabulary acquisition in order to ensure they are confident comprehenders.

Wider evidence on the progress towards desired outcomes for improved Communication and Language and oracy skills and in embedding effective Literacy skills from Early Years shows that school initiatives are having a positive impact. For example, 83% of the children met their Early Learning Goal in Communication and Language and 89% of Pupil Premium children in Reception met the Reading aspect of their Early Learning Literacy goal. Internal and external SALT support assessments demonstrate pupils are making progress through their personalised programmes. By the time Pupils are in KS2, internal data demonstrates that Pupil Premium pupils are consistently outperforming Disadvantaged pupils nationally in Reading and Writing. Furthermore, we achieved our aim of 75% of Pupils completing the Foxborough Reading challenge in 2024-25.

In RWM combined at KS2, 44% of Pupils Premium pupils achieved the expected standard which was higher than all pupils within the school and was in line with how Disadvantaged pupils performed nationally.

In Writing, Pupil Premium pupils at Foxborough achieved 11% higher than Disadvantaged pupils nationally in writing. They also outperformed at above the expected level by 7%. Additionally, although there was no national data for KS2 this year, internal data demonstrates that of those Pupil Premium pupils that have attended Foxborough since EYFS, 100% made expected progress and 25% made above expected progress. This demonstrates that the significant work that has been invested in this area, particularly the overall quality of teaching which is having a significantly positive impact on Pupil Premium pupils' attainment and progress.

In Maths, Pupil Premium pupils achieved 10% higher than Disadvantaged pupils nationally at the expected standard and the average scaled score was higher than

national. Additionally, this was an increase of 13% from KS2 maths data for PP pupils in the previous academic year.

Following the pandemic, we have saw a dip in attendance which mirrored the National picture. Due to our rigorous tracking of attendance and support for families with poor attendance, we are seeing this impact diminish over time and overall attendance reached 95.1%, which according the DfE data was in the top 20% of similar schools. We saw a further 1.6% increase in overall attendance for Pupil Premium pupils last year and a 7.5% reduction in persistent absence. Since September 2022, we have employed a Pastoral and Family Support Lead to focus on attendance, which has had a clear positive impact, particularly in reducing PA. The use FFT Aspire and the DfE portal to benchmark our attendance against other schools as outlined in our strategy has had a clear positive impact. Attendance for Pupil Premium pupils last year was 93.8% compared to the national attendance of pupils in Primary which was 88.9%.

This demonstrates the positive impact of the work on attendance so far. The school should continue to embed this work in relation to the DfE guidance, with a particular focus on improving overall attendance to pre-pandemic levels and reducing PA, particularly for PP pupils.

Drawing on wider evidence to inform impact of this strategy on Pupil Premium pupils, we can see that the range of opportunities available to all pupils at Foxborough has contributed to the improvement in engagement in lessons, attendance and overall wellbeing. In particular, the support of the specialist pastoral interventions has been well recognised by parents as having a positive impact on behaviour for learning and ultimately academic achievement. On average, representation of Pupil Premium in clubs is 42%. Parent voice collected in June as part of our most recent Trust review stated, 'Parents also fed back that the school's extra-curricular provision is extensive, and that their children very much enjoy after school and lunchtime clubs. They were incredibly happy with the variety of trips and experiences on offer. They explained that this is enriching their children's lives.'

Based on all the information above, the performance of our disadvantaged pupils met expectations, although we are fully aware of the improvements that must be made to improve performance in reading and a continued focus on attendance. Therefore, the plan set out above highlights the importance of high-quality teaching and learning at the heart of our strategy, continued focus on both academic and pastoral targeted intervention and an acute focus on attendance.

Our evaluation of the approaches delivered last academic year indicates that these approaches are both appropriate and successful when implemented over a period of years.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, which can be seen above.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read Write Inc (Ruth Miskin Training)	Ruth Miskin Training
Read Write Inc Phonics resources	Oxford Owl
PIXL	PIXL
FFT Aspire	Fischer Family Trust (FFT)
Primary Knowledge Curriculum (PKC)	KST Enterprises
Power Maths	Pearson
Times Tables Rockstars	Maths Circle Ltd
Spelling Shed	EdShed Resources
Essential Writing	Herts for Learning
Lyfta	Lyfta
Rocksteady	Rocksteady Music School