

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2022 - 2025 academic years) funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium Strategy and how we intend to spend the funding in this academic year. It details last year's spending and the impact on children's progress and attainment.

School overview

Detail	
School name	Foxhills Junior School
Number of pupils in school	344
Pupil premium eligible pupils	55 1 Service Child 3 PLAC
Academic year	2022 - 2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Finance and Resources Committee
Pupil premium lead	Alison Kay
Governor / Trustee lead	Lucy Dixon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,340
Recovery premium funding allocation this academic year	£8,265
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£90,605

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all pupils, regardless of their background or starting points, make good progress and achieve high attainment in all national curriculum subjects. High quality teaching and a curriculum designed with the most disadvantaged in mind is central to achieving this.

Our curriculum is underpinned by a set of clear drivers which are ambitious to ensure disadvantaged children gain the knowledge and skills they need to succeed in later life. We focus on the areas disadvantaged children need most (increasing experiences through education and enrichment, real life practical learning and vocabulary development) and ensure that knowledge and information are presented in ways that are easily understood and retained. Strengthening long term memory is key in ensuring disadvantaged children acquire crucial knowledge and make connections in learning. Our recursive curriculum, with ample opportunity for retrieval practice, develops this. There is a strong focus on vocabulary development and ensuring disadvantaged children understand the meaning of words. This is essential because an understanding of language promotes cognitive growth and supports children to connect ideas and strengthen existing understanding.

High quality teaching begins with understanding each child as a unique individual: their developmental stage, learning styles, barriers to learning and strategies that secure best progress. Assessment for learning is at the heart of effective provision, and all task design and teaching is informed by an understanding of each child's needs. Through pupil progress reviews, the progress and attainment of disadvantaged children is kept closely under review to ensure all provision is effective and successful in closing the gap, or in cases where learning gaps do not exist, effective in providing additional opportunities through enrichment and cultural experiences.

The school adopts the mind-set that it is a keep up curriculum, not catch up. This means that quality first teaching is the primary approach in meeting all children's needs. For disadvantaged children, high quality teaching and targeted intervention are used concurrently.

Our Pupil Premium Strategy has been developed after referring to guidance in the Education Endowment Fund (EEF), Teaching and Learning Toolkit, Ofsted's latest reports on the use of pupil premium, the NFER report on supporting the attainment of disadvantaged pupils and Maximising the impact of the Pupil Premium (Marc Rowland April 2020). We have chosen our approaches to support pupil premium children based on this research and based on strategies that have worked well in previous years. Our strategy is also integral to wider school plans for education recovery, notably in its

targeted support through the National Tutoring Programme (School Led Tutoring) for pupils whose education has been worst affected, including non-disadvantaged pupils.

Strategy for disadvantaged pupils

- Staff are committed to raising the attainment in reading, writing and mathematics for all children through providing high quality first teaching, with daily assessment for learning and cut-away groupings to ensure misconceptions are addressed quickly and additional targeted support is provided where necessary.
- Staff ensure that pupil premium children continue to make accelerated progress in order to close the gap with their peers.
- Teachers maintain 'Pupil Profile Plans' for our pupil premium children to ensure an individualised approach to addressing any barriers to learning and cater for wider emotional needs.
- Staff ensure that all children have equal access to the extended curriculum including trips, PTA activities and other enrichment activities.

Challenges

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

Challenge number	Detail of challenge
1	Children who are eligible for PP funding are less likely to achieve GD at the end of KS2 than non-PP. Pre-Covid, this gap had narrowed across the curriculum, but continued intervention is needed to further address the attainment gap.
2	Poor written communication and language skills (limited vocabulary).
3	Low/poor basic reading skills on entry to Foxhills Junior School.
4	Lower cultural capital and low aspirations on entry.

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
Children eligible for Pupil Premium funding, show accelerated progress from KS1 to end KS2.	Summative Data shows a shift in attainment trajectory from KS1: More PP children attain GD at end KS2 than at end KS1.
PP children are able to communicate effectively across the whole curriculum. More PP children aspire to, apply for and are elected into in-school positions of responsibility including House Captain, Red Force Reps, Eco Warriors, ACT, Play Leaders etc.	Rapid progress for PP children is secured and maintained term on term (Y3-6). The attainment gap between PP and Non-PP is, at least, in line with Hampshire and improving.

<p>PP children are able to read and, therefore, access all subjects and all aspects of the curriculum, in line with their non PP peers. Outcomes are measured by End KS2 SATS, formative assessments, teachers' summative assessments, NFER tests and Salford Reading Tests.</p>	<p>The attainment gap in reading, between PP and non-PP is, at least, in line with Hampshire (where no significant learning barrier exists).</p>
<p>Pupil Premium eligible children demonstrate</p> <ul style="list-style-type: none"> • increased aspirations • improved social and emotional intelligence, • valuing of personal effort <p>Outcomes are measured by Boxalls, PEP Toolkit Measures, SDQs, school data, club participation including Leadership Roles e.g Junior Librarians, ACT Leads etc.</p>	<p>The attainment gap between PP and non-PP is, at least, in line with Hampshire. High engagement with wider-life of school including sport and participation in extra-curricular clubs(in line with non PP children) Outcome measures show increased self esteem and self regulation. Accelerated progress and attainment is increased. (analysis of data). Children show greater autonomy and take ownership of learning and engagement, for example, in their Next Steps, self and peer assessment and Home Learning.</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 and Learning

Budgeted cost: **£63,120**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching to address the attainment gap in lowest 20% of attainers across the school.</p> <p>All staff participate in internal coaching/professional development programme.</p> <p>Teaching is consistently good across the school for all children. Assessment and feedback is immediate at its best and identifies Next Steps to target gaps and misconceptions and accelerate progress.</p>	<p>Less PP children attaining GD at end KS1 than non-PP children. Historical data shows trend of last 8 years.</p> <p>Where there is quality AfL and dedicated and targeted teaching to address gaps in skills and knowledge, children show accelerated progress – unless there is an identified and specific learning barrier.</p>	<p>1, 2 and 3</p>

<p>Funding for additional LSAs/PP support in each year group – children in each class have their own LSA for English and Maths and pre/over learning sessions.</p> <p>Additional support Total: £63,120</p>	<p>Children’s increased vocabulary is evident in writing in all areas of the curriculum and oral presentations.</p> <p>Rapid progress for PP children is secured and maintained term on term (Y3-6).</p>	<p>1 and 3</p>
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Targeted emotional and academic support

Budgeted cost: **£27,485**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional literacy support workers (ELSA) Bubble Room and Staffing Address individual needs that are impacting on a child's ability to effectively learn.</p> <p>Designated Teacher support (provides LAC training for staff - CPD including Attachment Training and Bereavement Training. Small group learning support).</p> <p>School Reward Systems - School Handbook (free to every child) - Badges and certificates</p> <p>YFM - £580pa ELSA - £9,000 DT - CPD - £2,500 HANDBOOK - £1,500</p> <p>Total: £13,580</p>	<p>Children with social and emotional challenges are less able to focus on their learning in school.</p> <p>ELSA supports children to feel safe and make progress against specific targets. Invested time shows children more able to make and sustain academic progress.</p> <p>LAC and PLAC show low aspirations on entry to Foxhills.</p> <p>PEPs and SDQs show significant shifts in career ambitions.</p> <p>Reward systems are consistent for every child. Every child can aspire to achieve success.</p> <p>High engagement with wider-life of school including clubs and sporting events (in line with non PP children)</p> <p>Self-esteem academic and progress attainment is increased. (analysis of data)</p>	<p>1 and 4</p>
<p>x1 additional LSA in Y3 to support transition from Y2. Daily Reading to close the gaps and accelerate progress to secure GD. Small group boosters every afternoon</p> <p>Accelerate progress of PP children in Reading, Writing and Maths</p> <ul style="list-style-type: none"> o Reading Plus - £3000 pa o Additional LSA - £9,555 <p>Total: £12,555</p>	<p>PP children are historically behind their peers on entry to Foxhills.</p> <ul style="list-style-type: none"> o Reading fluency is a barrier to accessing the curriculum. Reading plus results show impact; children make good progress from KS1 attainment. o Salford scores show significant impact of Year 3 early intervention with a single focus on reading fluency. 	<p>1 and 3</p>
<p>Targeted Morning Interventions for Y6 children - Spring Terms Class Teachers running interventions from 8am to 8.30am</p> <p>Total: £1,350</p>	<p>Effective strategy previously used in the "short term" only to boost progress and attainment of less confident children. Also as a catch-up for missed learning due to covid sickness.</p>	<p>3</p>

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Half-Termly meetings + (DH) to address gaps in progress and strategies to accelerate learning (PPMs). DH to monitor and improve Attendance of all poor attendees and disadvantaged children.</p> <p>Team Leaders and PP Champion: Monitor and support all PP children. Hold Termly PPMs.</p>	<p>Regular Meetings with DH/Team Leaders is key to ensuring provision meets every child's needs.</p>	<p>1, 2, 3 and 4</p>

Total budgeted cost: £90,605

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.

See Pupil Premium Report – End Summer Term 2022