

# Pupil premium strategy statement – Foxmoor Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	239
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-26 2026-27 2027-28
Date this statement was published	15.12.25
Date on which it will be reviewed	15.12.26
Statement authorised by	Full Governing Board
Pupil premium lead	Richard Bridgewater
Governor lead	Emily Barker

## Funding overview

Detail	Amount
Pupil premium funding allocation this (2025/26) academic year	£58,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,321
<b>Total budget for this academic year</b> <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>	£60,271

# Part A: Pupil premium strategy plan

## Statement of intent

### Objectives:

- To significantly reduce and ultimately eliminate the attainment gap between disadvantaged pupils and their peers across all key stages, ensuring disadvantaged pupils make accelerated and sustained progress in core subjects
- To ensure all disadvantaged pupils reach age-related expectations in reading, writing, and mathematics—developing the foundational skills required for future academic success
- To secure attendance for disadvantaged pupils that matches or exceeds national averages, while reducing persistent absence through proactive, targeted support
- To ensure disadvantaged pupils receive timely and effective emotional and pastoral support so they can sustain positive relationships and fully access the curriculum
- To ensure disadvantaged pupils have equitable access to wider opportunities—including enrichment, trips, extracurricular activities, and leadership roles—developing skills and experiences that enhance personal development
- To implement effective systems for early identification of academic, behavioural, or emotional needs among disadvantaged pupils and deliver timely interventions that prevent long-term disadvantage

### We Aim to achieve this by:

#### 1. High-Quality Teaching for All

- Prioritise evidence-based professional development focused on effective pedagogy, adaptive teaching, and instructional coaching
- Deploy skilled teachers to classes with higher proportions of disadvantaged pupils
- Ensure curriculum design is coherent, ambitious, and accessible, with carefully planned scaffolding and challenge
- Use robust assessments to identify misconceptions early and target teaching accordingly

#### 2. Targeted Academic Support and Intervention

- Implement structured, evidence-informed interventions in reading, writing, and mathematics delivered by trained staff
- Provide small-group and, where appropriate, one-to-one tutoring through programmes such as the National Tutoring Programme or equivalent internal models
- Use diagnostic assessment to personalise intervention and ensure ongoing monitoring of impact

- Strengthen early identification processes, enabling interventions in EYFS and KS1 that prevent long-term attainment gaps

### 3. Removing Barriers to Attendance and Engagement

- Operate a proactive attendance strategy with clear expectations, early follow-up, and strong collaboration with families
- Provide targeted pastoral support, mentoring, and check-ins for pupils at risk of persistent absence
- Use data-led approaches to identify trends and quickly respond to emerging issues

### 4. Supporting Social, Emotional, and Mental Health (SEMH)

- Expand pastoral capacity through counsellors, mentors, or trained support staff
- Implement whole-school behaviour and relationship policies grounded in consistency and trauma-informed practice
- Provide tailored interventions such as nurture groups, ELSA, or therapeutic programmes
- Develop emotional literacy, self-regulation, and resilience within the curriculum and through assemblies and PSHE

### 5. Enhancing Cultural Capital and Wider Participation

- Subsidise and prioritise access to enrichment activities, educational visits, music tuition, clubs, and leadership opportunities
- Ensure disadvantaged pupils are actively encouraged and supported to participate in extracurricular and extended-school activities

Embed cultural capital development within the curriculum through planned experiences and exposure to diverse opportunities

### 6. Strategic Use of Data and Rigorous Monitoring

- Use high-quality pupil-level data to track progress, attendance, behaviour, and access to opportunities

Hold regular review meetings to evaluate the impact of strategies and adjust provision swiftly

- Ensure leaders, teachers, and governors understand the profile and needs of disadvantaged pupils and are accountable for outcomes

## Challenges

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

Challenge number	Detail of challenge
1	End of Year 6 data 2025 shows a significant gap between disadvantaged and non-disadvantaged Foxmoor pupils in Reading, Writing and Maths.
2	Analysis of attendance data for 2024-25 academic year shows that there was a 6% gap in disadvantaged pupils average attendance compared to those children who were not classed as disadvantaged.
3	Parental engagement with their children's learning and support for disadvantaged children at home
4	Access to wider cultural opportunities and aspirations for the future

## 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
The gap in attainment in Reading, Writing and Maths at the end of Year 6 narrows	Disadvantaged pupils achieving the expected standard in Reading, Writing and Maths narrows and is closer to being in line with their non-disadvantaged peers
The gap in attainment in writing in other National Curriculum year groups narrows	Disadvantaged pupils achieving the expected standard in Reading, Writing and Maths narrows and is closer to being in line with their non-disadvantaged peers
Increase attendance of disadvantaged pupils	<p>The percentage of disadvantaged pupils that are classed as persistently absent reduces and the gap between their non-disadvantaged peers reduces</p> <p>The percentage of disadvantaged pupils that are classed as persistently absent is below the national average</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £36,498

Activity	Evidence that supports this approach	Challenge number(s) addressed
A contribution towards the cost of at least one full-time qualified Teaching Assistant in each class	EEF - Teaching assistants can provide a large positive impact on learner outcomes (+4month)	1,2
Teaching Assistant support for one-to-one or small group writing intervention	EEF – one-to-one tuition (+5 months) and small group tuition (+4 months) has high and moderate impact on outcomes.	1,2
Engage with The Write Journey – joint research project between Gloucester Research School and Education Endowment Foundation	Teach writing composition strategies through modelling and supported practice can lead to higher attainment	1,2

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

Budgeted cost: £18,666

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify pupils' barriers to learning through use of diagnostic assessment	Use internal writing assessment data understand the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.  Use FFT Reading comprehension data to identify weaknesses in reading fluency and comprehension.	1,2

	Use internal maths assessment data to identify specific areas of weakness in arithmetic and reasoning.	
Early identification of pupils who have gaps in learning and their specific needs	In depth monitoring of PP outcomes through analysis of assessment data. Termly pupil progress meetings focus on targeted children and appropriate strategies planned to support needs.	1,2

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

Budgeted cost: £5,107

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily text messages for lateness.</p> <p>Half termly monitoring of attendance and lateness.</p> <p>AIM Meetings arranged as necessary with attendance improvement targets in place</p> <p>Local Authority attendance improvement notices issued as necessary</p>	<p><a href="#">Education Endowment Foundation (EEF)</a>, is crucial for social, emotional, and academic development, with poor attendance linked to lower academic attainment and negative behavioural outcomes. The <a href="#">EEF emphasizes</a> that regular attendance fosters social skills and confidence, while poor attendance is a key concern, particularly for disadvantaged students.</p>	3
<p>Identification of parents that do not engage with their child's education or do not provide support for home learning</p>	<p>EEF - Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>EEF - Homework has a positive impact on average (+ 5 months)</p>	1,2

Financial support for peripatetic music tuition	EEF - Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. EEF - It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.	4
Financial support for educational visits including residential	In order for pupils to be fully integrated into school life parental income cannot be a barrier. All children have equality of opportunity and financial support is received when appropriate. As a school will feel it is vital to support our community with the cost of school trips to ensure pupils benefit from community cultural capital enrichment activities such as school trips (including residential).	4
Financial support for swimming tuition	Pupils benefit from being introduced to a variety of experiences and learn a new skill.	4
Provide free places in our before and after school provision	This is support regular attendance. There is a clear link between regular attendance and progress and attainment.	4

**Total budgeted cost: £60,271**

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

Data for the academic year 2024-25 is still being validated by the DfE. However, analysis of unvalidated data show that there are significant gaps between the outcomes for disadvantaged pupils compared to their non-disadvantaged peers. These challenges are reflected in the report above.

Further analysis of the end of year data will be conducted once the DfE have released the validated data.

## EYFS

The percentage of children leaving EYFS at a good level of development (GLD):

NB: PP cohort size of 3 PP children means that no significant statistical significance can be drawn.

	Foxmoor 2024-25 All	Foxmoor 2024-25 Non PP	Foxmoor 2024-25 PP	National
GLD	78%	83%	33%	68%

## Year 1 Phonics

The percentage of children who passed the phonics screening check:

NB: PP cohort size of 3 PP children means that no significant statistical significance can be drawn.

	Foxmoor 2024-25 All	Foxmoor 2024-25 Non PP	Foxmoor 2024-25 PP	National
Phonics	97%	100%	66%	80%

## Year4 Multiplication Tables Check (MTC)

The average score out of 25:

NB: PP cohort size of 3 PP children means that no significant statistical significance can be drawn.

	Foxmoor 2024-25 All	Foxmoor 2024-25 Non PP	Foxmoor 2024-25 PP	National
MTC	22	22	22	21

## Year 6 End of Key Stage Assessments 2024-25

		Foxmoor 2024-25 All	Foxmoor 2024-25 Non PP	Foxmoor 2024-25 PP	National
Reading	EXS+	92%	96%	82%	75%
Writing	EXS+	81%	92%	55%	72%
Maths	EXS+	86%	92%	73%	74%
SPAG	EXS+	86%	96%	64%	73%
Combined	EXS+	78%	88%	55%	62%



## Externally provided programmes

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

Programme	Provider
Read, Write, Inc	Read, Write, Inc
Times tables Rock Stars	Times tables Rock Stars
FFT Reading Assessment Programme	FFT Aspire

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Due to pupil numbers, this data is of limited significance.

**The impact of that spending on service pupil premium eligible pupils**

As above