Pupil Premium Strategy Statement

Before completing this template, read the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.
All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Foxfield Primary School
Number of pupils in school	672
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2024 and reviewed annually during the three years
Date on which it will be reviewed	Summer 2025 Summer 2026 Summer 2027
Statement authorised by	T.Sharp M.Minnett
Pupil premium lead	Co-Headteachers
Governor / Trustee lead	Ed Britton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£301,190
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	£301,190

Part A: Pupil premium strategy plan

Statement of intent:

Pupil Premium is additional funding to help ensure disadvantaged pupils achieve results in line with all pupils nationally and to close any in-school attainment gap. The funding is intended to support children to develop positive learning behaviours and equip them with the skills and qualities to become happy, confident learners. At Foxfield Primary School, we are determined to give our children every chance to realise their potential. We have high aspirations for our children and strongly believe that dedication and commitment to learning make all the difference.

- We aim for all of our disadvantaged children to exceed national outcomes in all areas.
- Through high quality teaching, interventions, bespoke support for children and families, pupils gain confidence to engage fully in their learning. Through the curriculum, pupils have the opportunity to learn a wide aspect of global issues, communities and facts to widen their general knowledge.
- Our main aims are that the children are taught to read well through a systematic, synthetic phonics programme, they have good comprehension skills and a love of reading and books. Pupil Premium children's oral language development and vocabulary acquisition improves and they have the confidence and ability to articulate their learning to a range of audiences. We aim for all of our Pupil Premium children and their families to feel happy and supported in school, and their well-being is at the centre of everything we do. We want them all to have access to a wide range of extra-curricular activities and ultimately, reach their full potential so they can confidently move on to the next phase of their education (secondary school).
- Key principles include a detailed analysis of needs and barriers to learning, regular review and refinement, a whole school approach and commitment.

Challenges:

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

Challenge number	Detail of challenge
1	**Mobility of the School Community:** The number of children joining and leaving the school throughout the year is high.
2	**Attendance of SEND and Disadvantaged Pupils:** There remains a gap between the attendance of non-SEND and non-DA pupils including the percent of PA.
3	**Oracy and Communication skills:** Pupil premium children have lower oral, language skills and reading skills than other pupils.
4	**SEMH Needs:** Pupil premium children often have significant social and emotional needs and fewer strategies for maintaining positive mental and physical health.

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
PP Children who join the school mid year are making good progress from their individual starting points	The academic gap between PP children and non PP children will be reduced in year group outcomes especially for those children new to the school.
Improved attendance and punctuality of PP children ensuring attendance	PP attendance will improve and the gap between the attendance of PP children and non PP will reduce. The PA of PP children will reduce to align with or fall below national averages.
Improve oral, language and reading skills for PP children	By the end of key stage two, PP pupils exceed national in reading and the gap between PP children and non PP children will be reduced.
Pupils who have SEMH as an identified need are supported well to make good progress in their learning	PP pupils will show growth in emotional regulation, resilience, and positive behaviour as evidenced by behaviour logs, progress made in Nurture Group and ELSA sessions.

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: £141,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pixl data leadership	Use assessment data to pinpoint gaps and deliver focused interventions in reading, writing, and maths by providing structured support in classrooms.	1,2,3,4
Little wandle phonics interventions	Continue to embed the Little Wandle phonics scheme in the Early Years and Key Stage 1, and expand this support to include targeted children in Key Stage 2, to ensure they are making accelerated progress through the catch. (EEF- Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.)	3
Professional development for teaching staff	Research supported by the EEF shows that well-structured professional development can help improve teaching effectiveness, which is the most significant school-based factor in improving outcomes for disadvantaged pupils. Bespoke coaching for teachers takes place weekly to improve teaching.	
Implement a mentoring programme for ECTs with a focus on strategies for supporting disadvantaged pupils.	Supporting early career teachers through mentoring and coaching can significantly improve teacher retention and skill, particularly in supporting pupils with additional needs (EEF Guide to the Pupil Premium, 2024).	
Oracy and communication interventions	Activities such as reading aloud, structured questioning, and curriculum-focused dialogue	

	significantly boost outcomes, particularly for disadvantaged pupils, achieving about six months' additional progress over a year (EEF).	

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

Budgeted cost: £76,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement specific catch-up programmes (Pixl Therapies) for Pupil Premium pupils lagging behind age-related expectations, using structured resources and trained teaching assistants.	Catch-up programmes, especially when aligned with classroom learning, are particularly beneficial in ensuring progress for those who have fallen behind (EEF Guide to the Pupil Premium, 2024).	1,2,4
Identified KS1 reading groups with a focus on developing fluency in reading	Evidence shows that small-group tuition can be effective in supporting students who are falling behind" (EEF Teaching and Learning Toolkit, Small Group Tuition).	2,3,
Assistant Psychologist - Targeted support and intervention for children on caseload who are PP and SEND with SEMH needs	Individualised instruction and support has a positive effect on learners. Personally tailored learning journeys and support is proven to be effective (EEF).	4
Small group interventions	Intensive small group tuition is effective for lower attaining groups	1

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

Budgeted cost: £83,330

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

Welfare lead alongside senior leaders target PP children who are regular absentees and those who are at risk of becoming regular absentees	Current data from the school shows that PP children have a higher rate of absenteeism. Previous strategies have shown that engagement of senior leaders at an early stage with parents has significantly improved attendance	1,2
Elsa trained learning mentor to work with PP children with a focus on identified areas including friendship, conflict, emotional regulation, self esteem and relationships	Historical evidence within school shows that PP children with social and emotional needs that work closely with the learning mentors are able to engage more with their learning and have an increased positive attitude towards themselves and their learning.	2,4
Social skills interventions for all new starters to school to address communication and language	Oral language interventions, including targeted small-group and one-to-one sessions, can have a positive impact on reading skills and overall communication (EEF Teaching and Learning Toolkit, Oral Language Interventions).	1, 2,3,4
Development of nurture groups	A nurture group is a school-based intervention replace missing early experiences by developing positive pupil relationships with both teachers and peers in a supportive environment. Nurture groups are supported and recommended by organisations, such as Ofsted.	4
Wrap around care for vulnerable children including free and discounted prices for Breakfast and Evergreen clubs	Improve attendance and punctuality rates for identified children.	1, 2
Collaborate with external agencies to provide mental health support, such as counselling sessions and well-being workshops for Pupil Premium pupils.	Well-being initiatives contribute to improved pupil engagement and resilience, supporting overall academic progress (EEF Teaching and Learning Toolkit, Social and Emotional Learning).	4

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
Little Wandle Letters and Sounds revised	Wandle Learning Trust
Times Table Rock Stars	Maths Circle Ltd.
Purple Mash	2Simple
PiXL Primary	PiXL

Service pupil premium funding (optional):

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

Measure	Details

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
CAMHS MHST allocations to children who need extra support for mental health, anxiety and behavioural support. Impact is that more children are being supported from their starting points and that parents are willing to engage in services which further support them.	Children and Adolescents Mental Health Team
Educational Psychologist targeted support for pupils with SEND, behaviour and mental health needs. Impact is that children seen are now accessing an education to meet their needs, this has had a positive effect on behaviour and academic progress. Additional support is planned for.	Royal Borough of Greenwich

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional):

Review of Academic Year 2025/2026

Outcomes 2026:

EYFS GLD

- FSM pupils have shown outcomes that are statistically higher than regional and national averages as reported by the Department for Education (DFE)
- 2025/2026 65.2% FSM pupils GLD (Foxfield) above regional 61.6% +3.7ppt, and national 54.8% +10.4ppt

GLD by child characteristics 2025/2026
Foxfield Primary school is located in decile 2:

- The percentage of children with a good level of development is lowest for those who live in the 10% most deprived areas and 20% most deprived areas (deciles 1 and 2) and rises incrementally to being the highest for those who live in the 10% least deprived areas (decile 10).
- Decile 2 (in which Foxfield is situated) in 2025/2026 was 66.1% GLD compared to school where we achieved: 79%
- Decile 2 (in which Foxfield is situated) in 2024/2025 was 61.7% GLD compared to school where we achieved: 74%
- Decile 2 (in which Foxfield is situated) in 2023/2024 was 61.2% GLD compared to school where we achieved: 77%

Year 1 Phonics

81% of pupil premium pupils passed the phonics check in line with all pupils nationally (82%) and above national PP 68%

Year 2 Phonics

88% of pupil premium pupils who did not pass in year one, passed the phonics check in year two line with all pupils nationally (89%)

Key Stage Two Outcomes

1. RWM Combined (Reading, Writing & Maths)

- Expected Standard (Exp+): 86% of DA pupils achieved Expected Standard in RWM combined, matching Foxfield All pupils (86%).
    - *Vs. National All (63%):* +23 percentage points above national.
    - *Vs. National DA (49%):* +37 percentage points above national disadvantaged.
- Greater Depth (GD): 24% of DA pupils achieved Greater Depth in RWM combined.
    - *Vs. National All (9%):* +15 percentage points above national.
- Foxfield has effectively eliminated the disadvantage gap at the Expected Standard. Disadvantaged pupils perform at the exact same high level as non-disadvantaged peers (86%) and outperform all pupils nationally by 23 percentage points. At Greater Depth, almost 1 in 4 DA pupils achieved the top tier, nearly triple the national average for all pupils.

2. Reading

- Expected Standard (Exp+): 90% of DA pupils achieved Expected Standard.
    - *Vs. Foxfield All (89%):* +1 percentage point higher.
    - *Vs. National All (75%):* +15 percentage points higher.
    - *Vs. National DA (49%):* +41 percentage points higher.
- Greater Depth (GD): 59% of DA pupils achieved Greater Depth.
    - *Vs. National All (31%):* +28 percentage points higher.
- Disadvantaged pupils at Foxfield actually outperformed the whole-school cohort in Reading at Expected Standard (90% vs 89%). Furthermore, a remarkable 59% achieved Greater Depth, nearly double the national average for all pupils (31%).

3. Writing

- Expected Standard (Exp+): 86% of DA pupils achieved Expected Standard.
    - *Vs. Foxfield All (86%):* In line (0% gap).
    - *Vs. National All (73%):* +13 percentage points higher.
- Greater Depth (GD): 31% of DA pupils achieved Greater Depth.
    - *Vs. National All (13%):* +18 percentage points higher.
- Writing demonstrates complete parity between DA pupils and the overall school benchmark. DA pupils significantly lead national attainment at both Expected Standard (+13%) and Greater Depth (+18%).

4. Maths

- Expected Standard (Exp+): 86% of DA pupils achieved Expected Standard.
    - *Vs. Foxfield All (87%):* -1 percentage point gap.
    - *Vs. National All (75%):* +11 percentage points higher.
- Greater Depth (GD): 41% of DA pupils achieved Greater Depth.
    - *Vs. National All (27%):* +14 percentage points higher.
- DA pupils perform exceptionally well against national metrics—surpassing national non-disadvantaged outcomes.

5. EGPS (Grammar, Punctuation & Spelling)

- Expected Standard (Exp+): 90% of DA pupils achieved Expected Standard.

- *Vs. Foxfield All (93%):* -3 percentage point gap.
- *Vs. National All (74%):* +16 percentage points higher.

- Greater Depth (GD): 59% of DA pupils achieved Greater Depth.
  - *Vs. National All (30%):* +29 percentage points higher.
- 9 out of 10 disadvantaged pupils met the benchmark in EGPS. The proportion of DA pupils securing Greater Depth (59%) is nearly double the national benchmark for all pupils (30%).

Progress Measures for Foxfield DA Pupils

- Reading Progress: +1.8 (vs. National All: +0.1)
- Writing Progress: +1.2 (vs. National All: +0.1)
- Maths Progress: +1.3 (vs. National All: 0.0)
- Explanation: The positive progress scores indicate that disadvantaged pupils at Foxfield make significantly greater progress from Key Stage 1 to Key Stage 2 than pupils with similar starting points nationally across all three core subjects.

Pupil Premium Attendance 2025/2026

- In 2025/2026 FSM pupils attendance was 94.7% compared to the national average of 92.4%.
- In 2025/2026 FSM pupils attendance was 94.7% compared to our similar schools average of 93.4%.
- In 2025/2026 FSM attendance was 'above' in the national distribution banding

FSM

The table below summarises attendance and behaviour compared to national across daily attendance, termly attendance and suspensions for all years for which data is available. It provides a full summary of the bandings and statistical significance (where applicable) for each measure to surface consistent and compelling outcomes but also fluctuations across the years.

For daily attendance, FSM relates to those pupils who were eligible for FSM. For attendance and persistent absence, and for suspensions it relates to those pupils who were eligible for FSM at any time during the last 6 years (FSM6).

Daily attendance

	2025/26 (5 half terms)
Attendance	Above

FSM - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2025/26 (5 half terms)	151	93.9%	92.3%	Above	Not available

There have been no suspensions in academic years 2023/2024 2024/2025 & 2025/2026