

Pupil Premium Strategy / Self-Evaluation

1. Summary information					
School	Foxfields Academy			Type of SEN (e.g. PMLD/SLD/MLD etc.)	SEMH/ASD
Academic Year	2020-21	PP budget		Date of most recent PP Review	n/a
		PP budget inc. LAC budget			
Total number of pupils	16	Number of pupils eligible for PP (including LAC)	12	Date for next internal review of this strategy	July 2021
2. Previous attainment					
<p>Foxfields is a New Free school that opened for pupils in October 2020 therefore the school does not have any previous attainment scores. Current in year data will be added once the school has reached its first assessment week.</p>					
3. Barriers to future attainment (for pupils eligible for PP)					
<p>As a school we recognise that there is not a one size fits all strategy that will ensure that all children flourish. However, we also know that certain whole school strategies will benefit all children – especially those eligible for Pupil Premium pupils.</p>					
In-school barriers					
A.	PP pupils at Foxfields find it extremely difficult to socially interact with their peers				
B.	PP pupils have a lower emotional literacy level than their peers within school and may not come to school ready to learn.				
C.	PP pupils at Foxfields have missed out on learning in their previous settings meaning that the majority are behind their mainstream peers in terms of attainment.				
External barriers					
D.	Eligible for PP pupils may have a more complex home lifestyle compared to their peers.				
4. Intended outcomes (specific outcomes and how they will be measured)				Success criteria	
A.	Progress of PP pupils to be in line with or higher than their peers			Triangulated approach to data collection to show progress.	
B.	To develop the emotional literacy of PP pupils enabling them to be ready to learn			Measuring impact through therapies and interventions.	

C.	Whole school approach to emotional health and wellbeing to encompass specific monitoring and targeting of PP pupils, this will include the use of therapies as appropriate.	Progress through therapies to be shown through progress on individual targets.
D.	To support pupils in developing knowledge of how to interact in social situations this will allow for greater interaction with peers.	Measuring impact through the friends program

5. Planned expenditure

Academic year	2020- 21 – Foxfields has not been allocated a funding for 2020/21 as of January 2021 – The school does however still provide additional support for pupil premium pupils as seen below.
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The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Coaching and mentoring programme in place for all teaching staff	To ensure that all teacher consistently provide outstanding provision for our pupil premium pupils	Evidence shows that high quality teaching is the most effective way of diminishing the difference between disadvantaged pupils and their peers. Providing high quality coaching and mentoring for our teaching staff will mean that best possible classroom provision for our pupils.	Each staff member to be allocated a coach/mentor who is an experience outstanding practitioner	J Ellis	Ongoing throughout the year

Total budgeted cost					
ii. Targeted support					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Additional teaching Assistant to support Pupil Premium Intervention	<p>Progress of PP pupils to be in line with or higher than their peers.</p> <p>To develop the emotional literacy of PP pupils enabling them to be ready to learn.</p>	The PP funding was designed to diminish the difference between disadvantaged pupils and their peers. By dedicating staff to work directly with these pupils in a manner tailored to their individual needs they will receive a bespoke learning experience. This will increase confidence alongside academic progress.	Interventions will be tailored to the specific needs of the individuals and evaluated throughout the year.	J Ellis	July 2021
Total budgeted cost					
iii. Other approaches (including links to personal, social and emotional wellbeing)					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A selection of therapies to be available for PP pupils	Whole school approach to emotional health and wellbeing to encompass specific monitoring and targeting of PP pupils, this will include the use of	At Foxfields our pupils have a predominant need of SEMH and as such we need to tailor our therapeutic approach to meet these needs. A range of therapies are on offer , including Lego therapy, Music therapy, Pet Therapy, counselling are offered. Pupils are referred to these therapies according to their needs.	Progress of pupils on specific therapies are recorded and monitored to ensure impact.	L Papworth	July 2021

	therapies as appropriate.				
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
As Foxfields is a new free school it does not have any previous years expenditure to review				