

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Foxfields Academy
Number of pupils in school (as of November 2021)	54
Proportion (%) of pupil premium eligible pupils (as of November 2021)	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	James Ellis
Pupil Premium Lead	Charlotte Hardy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
Recovery premium funding allocation this academic year	
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	

Part A: Pupil Premium Strategy Plan

Statement of Intent

There is a concept that deprivation consists of more than just poverty; so while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities. It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers within our cohort.

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

We provide an intensive pastoral support service for pupils and for parents/carers with a focus on well-being and self-regulation strategies. We will aim for disadvantaged pupils to increase their engagement at school, therefore diminishing the difference between themselves and non-disadvantaged pupils and therefore enabling them to experience the full learning experience. We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Pupils at Foxfields will make at least expected progress, in line with their personalised targets, in English and Maths through quality-first teaching. We aim for disadvantaged pupils to have access to a wide range of interventions and strategies in school to meet their SEMH needs.

Challenges

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

Challenge number	Detail of challenge
1	PP pupils may have had limited access to wider experienced outside of school which provide cultural capital opportunities.
2	PP pupils may have less self-awareness and recognition of their own feelings and are at a further disadvantage with their social skills, interaction and development.
3	PP pupils may have lower aspiration and resilience amongst disadvantaged students.
4	PP pupils may have lower levels of academic achievement.
5	PP pupils may have a more complex home lifestyle impacting attendance and lower parental engagement.

Strategy Aims

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

Academic Achievement	
Intended outcome	Success criteria
PP Pupils to be in line with or higher than their peers, making accelerated progress.	PP pupils will sustain outstanding outcomes in curriculum areas. Pupils show accelerated progress through in-house assessment system.
PP Pupils have accelerated development of English skills to improve reading age and develop a love of reading.	Pupil voice demonstrates engagement. Increased proportion of pupil achieving age related reading scores, measured by accelerated reader.
PP Pupils may have missed out on learning in their previous setting and may be behind their mainstream peers in terms of attainment.	PP pupils have interventions specific to the gaps in their learning in order to make accelerated progress. Interventions show impact of targeted areas through assessment system.
PP pupils have access to enrichment activities outside the classroom.	Enrichment is part of the curriculum offer as well as individual timetables. Participation of extra curricular enrichment is high.

Wider Outcomes	
Intended outcome	Success criteria
PP pupils have high aspirations for life beyond Foxfields.	All pupils have meaningful career encounters spread across their Foxfield journey. The academy meets all of the Gatsby benchmarks. Pupils who meet employers from a young age can find out about a wide range of jobs and understand how the subjects they learn at school connect to their future- shown through pupil voice.
PP pupils have appropriate strategies to develop self-regulation techniques.	Behaviour incidences continue to reduce due to wide range of strategies-from whole school to individual programmes. Pupil voice shows that pupils have a toolkit of self-regulation strategies.
PP have access to regular interventions to develop social development.	Pupils have access to relevant support and interventions, children develop social skills- impact monitored by SPOT. Behaviour incidences triggered by peers continue to reduce.
PP pupils access interventions and strategies to develop their emotional literacy enabling them ready to learn.	As their SEND needs are being met, PP pupils are to make at least expected progress or more in this area.

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)

Projected cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD: Coaching and mentoring programme in place for all teacher staff.</p>	<p>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.</p> <p>https://www.focus-education.co.uk/blog/impact-of-coaching-in-education/</p> <p>Coaching of staff raises self-awareness, self-reflection and most results. Creativity in the classroom is innovative.</p>	<p>1, 2, 4</p>
<p>English lead to deliver CPD on strategies to teach reading.</p> <p>English lead to raise the culture of love for reading.</p> <p>Introduce a diverse menu of reading opportunities throughout the day.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>An approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Reading comprehension approaches are high impact and deliver an additional six months' progress. Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring</p>	<p>3, 4</p>

<p>English lead to introduce accelerated reader.</p>	<p>meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> <p>The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Projected cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish small group maths intervention for disadvantaged pupils falling behind age-related expectations</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targeted-academic-support</p> <p>'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'</p>	<p>3, 4</p>
<p>Effective deployment of staff, Behaviour Mentors and Teaching Assistants</p>	<p>EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p>	<p>2, 3, 4, 5</p>

	<p>EEF – Making effective use of Teaching Assistants Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress.</p> <p>EEF – Reducing Class Size Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Projected cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective deployment of staff, Behaviour Mentors and Teaching Assistants</p> <p>Bespoke and intensive support for specific children (depending on need)</p>	<p>EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress</p> <p>EEF – Behaviour interventions Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. There is evidence across a range of different interventions with highest impacts for approaches that focus on selfmanagement or role-play and rehearsal.</p> <p>EEF – Reducing Class Size Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of</p>	<p>2, 3, 4, 5</p>

	<p>attention each student will receive will increase as the number of pupils per teacher becomes smaller. Reducing class size has a small positive impacts of +2 month, on average.</p>	
<p>Family Learning Mentor for vulnerable children and families- key support needed to ensure attendance is maintained and readiness to learn.</p>	<p>EEF Guidance about Wider strategies focusing on Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies</p>	5
<p>Use of outdoor learning for all pupils. Ensuring sustainability of Forest Schools approach by adopting an outdoor learning model so all pupils can access.</p>	<p>EEF – Outdoor adventure learning Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences 	1, 2, 3

	<ul style="list-style-type: none"> • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment 	
<p>All curriculum leads plan for opportunities to enhance cultural capital through trips, residential and by offering a wide range of clubs and teams</p> <p>2. All pupils have access to extracurricular enrichment opportunities.</p>	<p>Social Mobility and Child Poverty Commission:</p> <p>Cracking the code: how schools can improve social mobility Taking steps to alleviate the impact of hunger, lack of a place to do homework and the financial cost of wider engagement in school life (e.g. affordability of school trips, access to study materials, IT availability, transport costs and so on).</p>	1, 2, 3
<p>Careers lead CPD.</p> <p>Ensure provision meets the Gatsby Benchmarks.</p>	<p>The Gatsby Benchmarks Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high quality career guidance.</p> <p>Social Mobility and Child Poverty Commission: Cracking the code: how schools can improve social mobility Preparing students for all aspects of life not just for exams – this means supporting children’s social and emotional development and the character skills that underpin learning. It also means working with</p>	3

	students to identify career goals early and providing excellent careers advice, treating extracurricular activities as key to the school experience and – particularly in secondary schools - encouraging a strong focus on working with business and universities, not - as in some schools - treating these things as optional extras.	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2020 to 2021 academic year.

The data below shows the following regarding pupils who met their end of year targets:

<u>2020/21</u>	<i>English</i>	<i>Maths</i>	<i>PSHE</i>
<i>PP</i>			
<i>Non-PP</i>			

Please note:

This is based on last year's data when it was during COVID lockdown and we only had 24 pupils. We have since doubled in size of pupils.

Bullet points from EEF report

- EEF Behaviour Interventions – The use of targeted approaches that are tailored to pupils' needs.
- EEF Self-Regulation - Self-regulation and metacognition strategies work through pupils monitoring and evaluating their own learning strategies.
- EEF Physical Activity - It is crucial to ensure that pupils' access to high quality physical activity for the other benefits and opportunities it provides.
- EEF Reducing Class Size - Reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.
- EEF Teaching Assistant Interventions - Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.