

Pupil premium strategy statement

This statement details Foxford Community 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 students.

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	Foxford Community School
Number of pupils in school	882
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Alison Gallagher
Pupil premium lead	Tom Jordan
Governor / Trustee lead	Richard Elkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£313,240
Recovery premium funding allocation this academic year	£39,500
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	£352,740

Part A: Pupil premium strategy plan

Statement of intent

In recent years, the profile of students in receipt of Pupil Premium funding and their differing needs have been a high priority at Foxford. There continues to be key areas of development; all of which are addressed in the current three year plan.

The quality of teaching at Foxford continues to develop. Strategies for sustained improvements in teaching and learning are now embedded in the school, with further improvements continuing to be made. Standards in classrooms continue to improve as staff embrace innovative, evidence-based techniques to cater for the differing needs of all students, in order for all to experience a high standard of teaching and learning.

A strategy to prioritise the needs of disadvantaged students, both in and out of the classroom, has been in place in recent years. Staff are able to identify disadvantaged students and have developed great confidence in meeting their needs. Good practice is being brought together and shared to ensure consistency.

Attendance at Foxford is improving (2019: 93.9%; 2020: 94.2%) but this has since been hampered by the continuing effects of Covid on mental health, travel and parental engagement. Attendance for students in receipt of Free School Meals remains a concern, as does persistent absenteeism. Persistent absenteeism amongst students in receipt of Free School Meals is of particular concern (2019: 27.3%).

A Pupil Premium Pledge, designed to ensure that all disadvantaged students' needs are high profile and prioritised within school, was adopted from a Castle Phoenix Trust model and heavily amended for relaunch in September 2021.

A longer term plan for Pupil Premium expenditure was put into place in September 2020, with the first year of the plan being heavily focused on staff confidence, raising the profile and ensuring that the correct systems are in place at Foxford. This has involved a number of new systems and structures being introduced, and in many cases purchased, with the second year being focused on embedding, refining and demonstrating impact.

Challenges

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

Challenge letter	Detail of challenge
A	Ensure all students receive high quality learning and teaching, with a sharp focus on Pupil Premium, PP.

B	Through THRIVE+ interventions, raise progress for PP students (2018/19 P8 - 1.08).
C	Improve attendance, with a sharp focus on PP students, particularly those who are persistently absent from school.
D	Fully implement the Foxford PP Pledge (10 Steps) and ensure that all staff adhere to it.

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
<p>A.</p> <p>Quality First teaching in all classrooms, with PP students being prioritised and monitored for support, leading to improved results for all. Literacy strategy to have 'PP first' focus.</p>	<ul style="list-style-type: none"> • 90% of PP learning is typically great. • Impact is evident in all areas that 4 l's have made a positive difference to learning and teaching across the school. • All PP students have good standards of literacy, at least in line with expectations, enabling them to learn more effectively across the curriculum.
<p>B.</p> <p>All students identified for THRIVE+ support achieve well in school, with barriers to engagement or progress being limited in accordance with the THRIVE+ principles.</p> <p>THRIVE+ - bespoke targeted group – PP students who may be middle or higher ability</p>	<ul style="list-style-type: none"> • Reduced Progress 8 and Attainment 8 gap, more in line with KS3 figures and national trends. • Grade 4+ results in GCSE English and maths are comparable with similar schools and in line with national trends. • Impact from data captures: 75% of identified students showing improvement.
<p>C.</p> <p>Raised attendance (whole school and for year groups) and significantly reduced persistent absenteeism (PA) for PP students, in line with national averages.</p>	<ul style="list-style-type: none"> • Whole school attendance at an average of 95% or higher • Whole school PA below 12% • FSM PA below 15%.
<p>D.</p> <p>All PP students have their welfare, progress and aspirations rigorously and consistently monitored to ensure that they</p>	<ul style="list-style-type: none"> • Pledge 2: 100% of PP students have attended at least one trip, <i>Covid allowing</i>.

<p>get the most they can out of their time at Foxford.</p>	<ul style="list-style-type: none">• Pledge 3: 100% of PP parents/carers have attended at least two meetings.• Pledge 4: 100% of yr11 PP students have had a careers interview.• Pledge 5: 100% of PP students have correct equipment.• Pledge 6: 100% of yr11 PP students have everything they need for revision and preparation for exams.• Pledge 7: 100% of yr11 PP students are regularly completing remote learning.• Pledge 8: 100% of underachieving yr11 PP students accessing interventions.• Pledge 9: 100% of students at risk of not graduating set targets.• Pledge 10: 100% of HA PP students accessing interventions.
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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)

Budgeted cost: £202,500

All evidence bases that can be quantified are taken from the EEF Teaching and Learning Toolkit, as of September 2021- indicated by additional impact in terms of months in brackets.

Activity	Evidence that supports this approach	Challenge letter(s) addressed
SLT capacity	<p>Associate Assistant Headteacher appointed to provide a closer link between learning and teaching and other Pupil Premium strategies</p> <p>Literacy focus given a greater role within SLT</p> <p>Assistant Headteacher single learning and teaching focus through restructure</p> <p>All increased capacity reflects the focus of the school and the ability to devote more time to ensuring that all strategies have good impact</p>	A D
Coaching	<p>Collaborative learning approaches (+5) Metacognition and self-regulation (+7)</p> <p>Achieved through:</p> <ul style="list-style-type: none"> • Cross-curricular triads, identified through staff voice • Sharing good practice to ensure good impact across the school • Use of Walkthrus- good evidence of impact from previous year • Coaching qualifications- aim for every member of staff to complete (Introduction to Coaching)- upskilling staff 	A B

Classroom ICT provision	<p>Innovative, cutting edge learning and teaching through enhanced ICT provision in the classroom, including:</p> <ul style="list-style-type: none"> • Rollout of Apple TV's to most subject areas, based on need and logistics • Training for staff- initial and ongoing • Ambassadors in specific areas to lead sharing of good practice and further development of skills 	A
Staff CPDL	<p>Collaborative learning approaches (+5) Metacognition and self-regulation (+7) Mastery learning (+5)</p> <p>Achieved through:</p> <ul style="list-style-type: none"> • Dedicated learning and teaching hub for staff • Celebration of learning and teaching success, including through the use of Firefly • Input from Trust through SLE's and other key staff 	A
Learning and teaching group, including lead practitioners	<p>Collaborative learning approaches (+5) Metacognition and self-regulation (+7) Mastery learning (+5)</p> <p>Achieved through:</p> <ul style="list-style-type: none"> • Learning and teaching group- continuing through Great Teacher Programme • 'Buy in' of expertise from learning and teaching group for all faculties • Lead practitioners- specific focus on faculty areas, driving forward learning and teaching • Curriculum review- ongoing, tracked through identified students 	A
Focus on feedback through STAR, Strengths, Target, Action, Respinse, marking and literacy marking	<p>Feedback (+6)</p> <p>Continue to develop this across the school, with a focus this year on ensuring that peer and self-assessment opportunities are having impact in all subject areas</p>	A B
Remote learning ICT provision	<p>Homework (+5)</p> <ul style="list-style-type: none"> • Use of Firefly 	B D

	<ul style="list-style-type: none"> • Devices for students who need them • Training for students/parents • Staff upskilled- to continue 	
Use of online platforms	<p>Homework (+5)</p> <ul style="list-style-type: none"> • GCSEPod • Tassomai • Hegarty 	B D
PiXL strategies, including PDTT	<p>Metacognition and self-regulation (+7)</p> <p>PDTT to continue towards being implicit in teaching and curriculum planning by the end of the year</p>	A B
ClassCharts	<p>Support for implementation of the 4 I's:</p> <ul style="list-style-type: none"> • Identify • Individualise • Intervene • Impact 	D
Lexonik phonics programme	<p>Oral language interventions (+6)</p> <p>Phonics (+5)</p> <p>Small group tuition (+4)</p> <p>Teaching assistant interventions (+4)</p> <p>Achieved through:</p> <ul style="list-style-type: none"> • Additional staff being trained to deliver Lexonik interventions • Leap and Advance for differentiation • Incorporation into classroom practice- ongoing CPL 	A B
Read to Achieve	<p>Reading comprehension strategies (+6)</p> <p>Generate/foster a love of reading through selected chapters of a book; questions during tutor time to develop understanding and key vocabulary</p>	A
Vocabulary development	Tiered vocabulary CPDL for staff and students	A B
Reading for Pleasure	<p>Parental engagement (+4)</p> <ul style="list-style-type: none"> • Library resite and relaunch • Foxford Canon: books for each year group (TBA involved, PiXL Read)- inclusive reading focus 	A D

	<ul style="list-style-type: none"> • Calendar of events and competitions throughout the year • Parent workshops 	
Reading for Learning	<p>Reading comprehension strategies (+6)</p> <ul style="list-style-type: none"> • CPDL for staff for different reading in different purposes and subjects • CPDL for staff for modelling fluency (Multi-dimensional fluency scale) • Curriculum specific reading strategies (eg. Maths: Triple lock reading) • Excellence in Literacy Guide (to be developed throughout the year) 	A
GCSE Success activities, including revision resources	<p>Parental engagement (+4)</p> <p>Initial focus on Year 11, but resources used for 6th form students and in Year 10</p>	A B D

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

Budgeted cost: £68,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
RAP management group RAISING ACHIEVEMENT	Weekly meetings to keep the focus on success at GCSE sharp, with a focus on raised attainment for PP students	B
A, B, C Lists DIFFERENTIATED INTERVENTION GROUPS	Behaviour interventions (+4) Mentoring (+2) Parental engagement (+4)	B D
Thrive INCLUSION UNIT	Mentoring (+2) Social and emotional learning (+4) Teaching assistant interventions (+4)	B C
Attain BESPOKE BEHAVIOUR INTERVENTION SUITE	Behaviour interventions (+4) Teaching assistant interventions (+4)	B C

Elevate	Mentoring (+2)	B C
National Tutoring Programme	One to one tuition/Small group (+5)	B

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

Budgeted cost: £82,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers interviews	Gatsby benchmarks	D
Graduation	All year groups- aspirations	C D
SSS meetings (Strategic, Student Support)	Behaviour interventions (+4)	C D
Cultural Capital, including trips and extra-curricular activities	All year groups- aspirations and building cultural capital	D
Attendance incentives	Raised attendance proven to lead to raised attainment and limit the impact of external barriers to learning	C
Year 11 Team Challenge	Pastoral aspect of A/B/C lists in Year 11 enables interventions to be more clearly and fairly defined	C D
Pastoral support	Behaviour interventions (+4)	C
Mental health support	Social and emotional learning (+4)	C D
Text messaging, MyEd and proactive attendance strategies	Raised attendance proven to lead to raised attainment and limit the impact of external barriers to learning	C
Attendance team	Raised attendance proven to lead to raised attainment and limit the impact of external barriers to learning	C
Parental engagement	Parental engagement (+4) Fresh approach to information evenings, parent evenings and success events- monitored through PP Pledge	D
Equipment	All students ready to learn, barriers mitigated	D

Uniform support	All students ready to learn, barriers and conflict mitigated; raising aspirations through presentation	D
Creative arts enrichment	Arts participation (+3)	D

Total budgeted cost: £352, 740

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.

Intended outcome	Success criteria
<p>A.</p> <p>Quality First teaching in all classrooms, with PP students being prioritised and monitored for support, leading to improved results for all. Literacy strategy to have 'PP first' focus.</p>	<ul style="list-style-type: none"> • 90% of PP learning is typically great. • Impact is evident in all areas that 4 I's have made a positive difference to learning and teaching across the school. • The majority of PP students have good standards of literacy, at least in line with expectations, enabling them to learn more effectively across the curriculum. Students who are not meeting this threshold receive a programme of support through Lexonik. All students receive support during tutor time activities and other initiatives.
<p>B.</p> <p>All students identified for THRIVE+ support achieve well in school, with barriers to engagement or progress being limited in accordance with the THRIVE+ principles.</p> <p>THRIVE+ - bespoke targeted group – PP students who may be middle or higher ability</p>	<ul style="list-style-type: none"> • PP progress at KS4 improved by +0.54 between 2019 and 2022. • Reduced Progress 8 and Attainment 8 gap, more in line with KS3 figures and national trends, has been achieved in 2021/22. • Grade 4+ and 5+ results in GCSE English and maths are comparable with similar schools and broadly in line with targets.
<p>C.</p> <p>Raised attendance (whole school and for year groups) and significantly reduced persistent absenteeism (PA) for PP</p>	<ul style="list-style-type: none"> • PP attendance was 1% above national average for PP attendance. • SEND attendance was 1.8% above national average for SEND attendance. • Whole school attendance was 0.2% below national average in 2021/22, demonstrating improvement on previous years in terms of closing this gap. • Whole school PA and PP PA remains a focus.

students, in line with national averages.	
<p>D.</p> <p>All PP students have their welfare, progress and aspirations rigorously and consistently monitored to ensure that they get the most they can out of their time at Foxford.</p>	<ul style="list-style-type: none"> • Pledge 2: Trips have become more regular since Covid restrictions have been lifted. Access from PP students has been disproportionately good. • Pledge 3: 100% of PP parents/carers have attended at least two online or face to face meetings or been specifically contacted by staff to discuss progress. • Pledge 4: 100% of yr11 PP students have had a careers interview. • Pledge 5: 100% of PP students have correct equipment or have received support for this. • Pledge 6: 100% of yr11 PP students have everything they need for revision and preparation for exams. • Pledge 7: 100% of yr11 PP students are regularly completing remote learning. • Pledge 8: 100% of underachieving yr11 PP students accessing interventions, identified and supported through faculty quality assurance documents. • Pledge 9: 100% of students have either graduated or, if at risk of not graduating, have been set targets. • Pledge 10: 100% of HA PP students accessing interventions.

Externally provided programmes

Programme	Provider
ClassCharts	
Walkthrus	
Lexonik	