Pupil Premium Strategy Statement (2022/23)

This statement details Foxford Community School's use of pupil premium 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 (Years 7-11)	892
Proportion (%) of pupil premium eligible pupils	40% (347 eligible)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2020-2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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	£341,795
Recovery premium funding allocation this academic year	£57,834
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	£399,629

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 high priority at Foxford. Key areas of development are addressed in the current three year plan, of which 2022-23 will be the final year.

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.

A strategy to prioritise the needs of disadvantaged students, both in and out of the classroom, has been established as part of the three year plan. Through using the 4 I's (Identify – Individualise – Intervene – Impact), staff have developed great confidence in meeting their individualised needs. Strong practice from around the school is being brought together and shared to ensure consistency. One focus of the third year of the plan is collaborate more proactively with other Castle Phoenix Trust schools.

A 10 step Pupil Premium Pledge, designed to ensure that all disadvantaged students' needs are high profile and prioritised within school, was relaunched in September 2021 to ensure leaders remain focused on the key issues affecting disadvantaged students. Since its relaunch, the Pledge has been supported by an action plan with milestones to quality assure throughout the year. All milestones have been met or exceeded in 2021/22. The Pledge has been fully rewritten for 2022/23 to raise expectations further and build upon the success of the previous two years. This new version is fully in line with the Castle Phoenix Trust ambitions.

Engagement in education, seeing the value of school and re-establishing the skills required for great learning are at the heart of the three year plan. At Foxford, staff work hard to ensure that these are embedded throughout all year groups. In line with the Castle Phoenix Trust ambitions, staff work hard to ensure that students 'say yes to learning' and have targets that motivate and stretch them to achieve excellent outcomes. To this end, oracy and reading are high profile at Foxford as these form the foundations for excellent learning.

The quality of teaching at Foxford continues to be great but we are always looking for new ways to develop standards further. A high priority has been placed on consistent high standards of learning and teaching in the classroom, based around the Six Principles of Great Teaching and our four learning statements, as well as high quality online provision for home learning. Staff embrace innovative, evidence-based techniques to cater for the differing needs of all students which is supported by high quality collaborative professional development throughout the year.

Attendance at Foxford has been improving (2019: 93.9%; 2020: 94.2%) but this has since been hampered by the continuing effects of Covid on mental health, physical

health, travel and parental engagement. **Attendance for students in receipt of Pupil Premium funding is 1% above national average (2021-22),** however persistent absence remains a concern, particularly for disadvantaged students. Behaviour at Foxford continues to be good, including for disadvantaged students, and it supports great learning- this is consistently evidenced through learning walks and is commented upon favourably by visitors to the school. Students are polite and respectful as 'excellent attitudes to learning prevail in all lessons' (Challenge Partners review, May 2022).

Pupil Premium Pledge 2022-23

At Foxford, we deliver the following Pledge to all our disadvantaged students.

1. Every PP student's reading skills are regularly audited to develop confidence and competence as well as a love of reading.
2. Every PP student engages with a learning environment that supports confident communication.
3. Every PP student engages with digital technology that develops their creative thinking skills.
4. Every PP student receives impactful teaching in all subjects with specific focus on the four elements of effective learning.
5. Every PP student receives the intervention and support required to overcome barriers to learning and achieve at least in line with all other students.
6. Every PP student has high aspirations for their future, supported by extra-curricular activities and careers related learning.
7. Every PP student has the correct equipment and uniform to be ready to learn and take pride in their education.
8. Every PP student knows that they have the support of pastoral staff to attend well, feel happy and make good progress.
9. Every PP student has a parent/carer that attends meetings or school events and feels well supported by the school.
10. Every PP student graduates.

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 PP students.
B	Through targeted interventions, raise progress for PP students (2018/19 Progress 8 for disadvantaged students -1.08).
C	Continue to improve attendance for PP students who are persistently absent from school.
D	Ensure that the welfare of all PP students is prioritised through effective, targeted pastoral interventions.

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 outcomes	**Success criteria (numbers linked to PP Pledge)**
A. Quality First teaching in all classrooms, with PP students being prioritised and monitored for support, leading to improved results for all. Literacy strategy to be effective, with a 'PP first' focus.	1. 90% of PP students meet age related expectations for reading with support in place for the other 10%. 2. All PP students are able to communicate how the school supports their oracy development, in line with Voice 21 benchmarks. 3. All PP students are able to cite examples of where digital technology has aided their learning. 4. 90% of learning and teaching across the school is typically 'great'.
B. All students identified for THRIVE+ or A List support achieve well in school, with barriers to engagement or progress being limited in accordance with the THRIVE+ principles. PP students are over-represented in these groups and interventions have notable positive impact on progress.	5. The progress of all PP students improves across the academic year and progress of PP students at the end of the year is improved on the previous year. Support is in place for all PP students who are underachieving. • 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: at least 75% of identified students across the school showing notable positive improvement.
C. Raised attendance (whole school and for year groups) and significantly reduced persistent absence (PA) for PP students, in line with or above national averages.	• Whole school attendance at an average of 95% or higher • Whole school PA below 12% • FSM PA below 15%.
D. 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.	6. All Gatsby benchmarks are met for all PP students including the Baker clause. 7. All PP students have correct equipment (pen, pencil, ruler, eraser,

Intended outcomes	Success criteria (numbers linked to PP Pledge)
	pencil case) and full school uniform, worn with pride. 8. All PP students are able to talk positively about their welfare, the support that is in place. Where attendance is low: clear, impactful strategies are in place for each PP student. 9. Every PP student has a parent/carer that has attended at least one face to face meeting and one school event across the year. There is evidence that parents/carers of PP students feel well supported by the school. 10. Every PP student graduates or has bespoke targets that demonstrate significantly improved performance against graduation criteria.

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: £175,504

All evidence bases that can be quantified are taken from the EEF Teaching and Learning Toolkit, as of September 2022- indicated by additional impact in terms of months in brackets.

Activity	Evidence that supports this approach	Challenge letter(s) addressed
SLT capacity	Associate Assistant Headteacher appointed to provide a closer link between learning and teaching and other Pupil Premium strategies Literacy focus given a greater role within SLT All increased capacity, including restructure of roles and responsibilities, reflects the focus of the school and the ability to devote more time to ensuring that all strategies have good impact	A D
Coaching	Collaborative learning approaches (+5) Metacognition and self-regulation (+7) Achieved through: • 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 • For 2022-23, coaching being an integral part of Growth Partners staff development	A B
Classroom ICT provision	Innovative, cutting-edge learning and teaching through enhanced ICT provision in the classroom, including:	A

Activity	Evidence that supports this approach	Challenge letter(s) addressed
	• Continued rollout of Apple TV's and iPads to subject areas and staff • Ongoing training and upskilling for staff • Ambassadors in specific areas to lead sharing of good practice and further development of skills	
Staff CPDL	Collaborative learning approaches (+5) Metacognition and self-regulation (+7) Mastery learning (+5) Achieved through: • 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	Collaborative learning approaches (+5) Metacognition and self-regulation (+7) Mastery learning (+5) Achieved through: • Learning and teaching group- continuing through Great Teacher Programme- this has expanded beyond initial expectations to involve more staff • '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, Response Literacy marking	Feedback (+6) 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	A B
Remote learning ICT provision	Homework (+5) • Use of Firefly • Devices for students who need them • Training for students/parents • Staff upskilled- to continue	B D

Activity	Evidence that supports this approach	Challenge letter(s) addressed
Use of online platforms	Homework (+5) • GCSEPod • Sparx (Maths)	B D
ClassCharts	Support for implementation of the 4 I's: • Identify • Individualise • Intervene • Impact	D
Lexonik phonics programme	Oral language interventions (+6) Phonics (+5) Small group tuition (+4) Teaching assistant interventions (+4) Achieved through: • Additional staff being trained to deliver Lexonik interventions • Leap and Advance for differentiation • Incorporation into classroom practice- ongoing CPDL	A B
Read to Achieve	Reading comprehension strategies (+6) Generate/foster a love of reading through selected chapters of a book; questions during tutor time to develop understanding and key vocabulary	A
Vocabulary development	Tiered vocabulary CPDL for staff and students	A B
Reading for Pleasure	Parental engagement (+4) • Library: continued relaunch, updating and restocking • Foxford Canon: books for each year group- inclusive reading focus • Calendar of events and competitions throughout the year • Parent workshops	A D
Reading for Learning	Reading comprehension strategies (+6) • CPDL for staff for different reading in different purposes and subjects • CPDL for staff for modelling fluency (Multi-dimensional fluency scale)	A

Activity	Evidence that supports this approach	Challenge letter(s) addressed
	• Curriculum specific reading strategies (eg. Maths: Triple lock reading) • Excellence in Literacy Guide (to be developed throughout the year)	
GCSE Success activities, including revision resources	Parental engagement (+4) Initial focus on Year 11, but resources used for 6th form students and in Year 10	A B D

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

Budgeted cost: £78,751 (+ £57,834 for NTP)

Activity	Evidence that supports this approach	Challenge number(s) addressed
RAP management group to raise achievement	Weekly meetings to keep the focus on success at GCSE sharp, with a focus on raised attainment for PP students	B
A List and THRIVE+ differentiated interventions for target groups	Behaviour interventions (+4) Mentoring (+2) Parental engagement (+4)	B D
Thrive inclusion unit- support and management of interventions	Mentoring (+2) Social and emotional learning (+4) Teaching assistant interventions (+4)	B C
Elevate mentoring for more able students	Mentoring (+2)	B C
National Tutoring Programme (NTP) To provide targeted interventions in	One to one tuition/Small group (+5) in English and maths using Academic mentors. Research shows that small group tuition can have an impact of up to four months' progress over the course of a year and that by providing training to those delivering these interventions (therapies), increases the	B

Activity	Evidence that supports this approach	Challenge number(s) addressed
small groups or one-to-one, booster classes, holiday tuition, etc. as needed to help pupils catch up and achieve as well as their peers.	impact: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by trained tutors.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: phonics interventions have been shown to be more effective when delivered as regular https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	B

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

Budgeted cost: £87,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers interviews	Gatsby benchmarks	D
Breakfast club	Healthy bodies and minds- PP students directly targeted for this support; attendance benefits at the start of the day	C D
Graduation rewards programme- motivation and aspiration	All year groups- aspirations	C D
SSS meetings (Strategic Student Support) to identify and monitor interventions that raise attendance, improve	Behaviour interventions (+4)	C D

Activity	Evidence that supports this approach	Challenge number(s) addressed
behaviour and support wellbeing		
Cultural Capital, including trips and extra-curricular activities	All year groups- aspirations and building cultural capital; monitored through the Cultural Capital Central Record	D
Attendance incentives	Raised attendance proven to lead to raised attainment and limit the impact of external barriers to learning	C
Pastoral support	Behaviour interventions (+4)	C
Mental health support	Social and emotional learning (+4)	C D
Text messaging, Arbor 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- monitored through PP Pledge	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: £341,795 (+ £57,834 for NTP)

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
A. 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.	• 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.
B. All students identified for THRIVE+ support achieve well in school, with barriers to engagement or progress being limited in accordance with the THRIVE+ principles. THRIVE+ - bespoke targeted group – PP students who may be middle or higher ability	• PP progress at KS4 improved by +0.54 between 2019 and 2022. • PP Attainment 8 increased by +6.85 between 2019 and 2022. • 10.51% more PP students achieved a strong pass in both English and maths in 2022, compared to 2019. • 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.
C. Raised attendance (whole school and for year groups) and significantly reduced persistent absenteeism (PA) for PP students, in line with national averages.	• 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.

Intended outcome	Success criteria
D. 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.	• 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	