Pupil Premium Strategy Statement (2024/25)

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)	929
Proportion (%) of pupil premium eligible pupils	38.3% (eligible)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2023-2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
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	£373,275
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	£373,275

Part A: Pupil premium strategy plan

Statement of intent

The profile of students in receipt of Pupil Premium funding and their diverse needs is a high priority at Foxford. Areas identified for further development will be addressed in the three year plan from 2023-2026.

Beginning in September 2023, focus on Pupil Premium expenditure will expand on already embedded practice from the previous strategy and begin to focus on a wider array of learning and teaching methods alongside current practice in order to ensure that the needs of students in receipt of Pupil Premium funding are prioritised. High quality teaching underpins progress, and as such the development of the Learning and Teaching group (now labelled Quality of Education) within the senior leadership team, will support further in the integration of new learning and teaching initiatives across the school.

A drive on the use of technology, creative and digital learning within learning and teaching is underway at Foxford, and highlighted as a key strategic aim and senior leadership responsibility. Staff are undergoing continual training on how to implement these aspects into their teaching, with a focus on the use of ipads to enhance lesson delivery and learning. Good practice is shared, and areas of expertise are highlighted to ensure high standards and consistency.

The needs of students in receipt of Pupil Premium funding have been prioritised both in and out of the classroom, with staff sharing consistency in their approaches across the school. Moving forward, emphasis will be on the implementation of specific techniques and strategies to further support and develop learning and teaching within the classroom.

The 10 step Pupil Premium Pledge will continue to be used to guarantee that all disadvantaged students' needs are high profile and prioritised within school, ensuring that focus remains on the key issues affecting disadvantaged students, and continually raising expectations and aspirations.

The quality of teaching at Foxford continues to improve, but following evidence based research, the Six Principles of Great Teaching will be underpinned additionally through the development of 'Teaching Walkthrus' in order to advance teaching further. The provision of strong learning and teaching, and engagement in education is central to the three year plan. To this end, an enhanced focus on certain areas of learning has been implemented, with creative learning, strong feedback and mastery learning at the forefront of educational provision. High quality online provision for home learning is embedded, with provision made on a daily basis for any student who does not have access to a device at home to access home learning within the Thrive provision, alongside targeted and bespoke interventions for students.

Raising the profile of oracy is a key drive at Foxford. The positive impact of oracy skills can improve academic achievement, and enhance skills beyond the classroom including; employability, interpersonal skills, self-awareness and resilience as well as building self-confidence as students navigate their way through secondary education and beyond. A consistent approach to oracy in our curriculum and lessons has been implemented across the whole school. Staff receive CPDL through Voice 21 in order to raise the profile of oracy to ensure that all students are provided with the tools to develop and improve their oracy skills.

A new policy is in place to support the needs of 'higher ability' learners, which includes an increased focus on challenge in the classroom, with the aim to raise the aspirations of students. Whilst the enhancement of learning in the classroom challenges pupils further, students also have access to university visits, external speakers and dedicated 'stretch and challenge' events to further increase aspirations.

Attendance at Foxford has 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 was below the national average and 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.

Pupil Premium Pledge

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

- Every PP student's reading skills are regularly audited to develop confidence and competence as well as a love of reading.
- Every PP student engages with a learning environment that supports confident communication.
- Every PP student engages with digital technology that develops their creative thinking skills.
- Every PP student receives impactful teaching in all subjects with specific focus on the four elements of effective learning.
- Every PP student receives the intervention and support required to overcome barriers to learning and achieve at least in line with all other students.
- Every PP student has high aspirations for their future, supported by extra-curricular activities and careers related learning.
- Every PP student has the correct equipment and uniform to be ready to learn and take pride in their education.
- Every PP student knows that they have the support of pastoral staff to attend well, feel happy and make good progress.
- Every PP student has a parent/carer that attends meetings or school events and feels well supported by the school.
- 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, both academic and pastoral, raise progress for PP students.
C	Continue to improve attendance for PP students who are persistently absent from school.
D	Implement technology consistently in the classroom to enhance learning.

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, with technology used across subject areas and oracy embedded in all lessons in order to enhance learning.	– 90% of PP students meet age related expectations for reading with support in place for the other 10%. – All PP students are able to communicate how the school supports their oracy development, in line with Voice 21 benchmarks. – 90% of learning and teaching across the school is typically 'great'.
B. All students identified for Target 20/10 support achieve well in school, with barriers to engagement or progress being limited. PP students are over-represented in these groups and interventions have notable positive impact on progress. All PP students have their welfare, progress and aspirations rigorously and consistently	– 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. – All Gatsby benchmarks are met for all PP students. • All PP students have the correct equipment and full school uniform.

Intended outcomes	Success criteria (numbers linked to PP Pledge)
monitored to ensure that they get the most they can out of their time at Foxford.	• All PP students are able to talk positively about their welfare, the support that is in place. Where attendance is low for PP students, clear and impactful strategies are in place. – 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. – Every PP student graduates or has bespoke targets that demonstrate significantly improved performance against graduation criteria • Reduced attainment gap for PP students, with a specific focus on performance in English and maths GCSE, and being in line with national averages and similar schools in all subjects, at each Key Stage. – 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. Consistent use of technology will be embedded in lessons across all subjects.	– All PP students are able to cite examples of where digital technology has aided their learning. • 90% of learning and teaching across the school including creative and technological methods is typically 'great'.

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: £193,230

All evidence bases that can be quantified are taken from the EEF Teaching and Learning Toolkit, as of September 2024- indicated by additional impact in terms of months in brackets.

Activity	Evidence that supports this approach	Challenge letter(s) addressed
SLT capacity	All aspects of Quality of Education given a greater role within SLT, with a dedicated Deputy Headteacher overseeing this. All increased capacity, including restructure of roles and responsibilities, reflects the school and Trust priorities. Leaders have the capacity to devote more time to ensuring that all strategies have good impact. SLT appointed mentors to support achievement of targeted year 11 PP students, in line with Target 20/10, and with a clear focus on English and maths performance as this is out clear attainment priority.	A B
Coaching	Collaborative learning approaches (+5) Metacognition and self-regulation (+7) Achieved through: • Building a coaching culture, continuing to develop positivity towards lesson drop ins. • Coaching training to ensure quality conversations. • Targeted coaching to develop teaching strategies. • 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 2024-25, coaching is an integral part of 'Professional Growth' approach to staff development	A B

Activity	Evidence that supports this approach	Challenge letter(s) addressed
Classroom ICT provision	Innovative, cutting-edge learning and teaching through enhanced ICT provision in the classroom, including: • Continued rollout of Apple TV's and iPads to students, subject areas and staff • Ongoing training and upskilling for staff with Ambition Lead role being newly in place from September 2024 • Creative Learning strategy linked to the 6Ps • Ambassadors in all faculty areas lead on sharing of good practice and further development of skills	A
Staff CPDL	Collaborative learning approaches (+5) Metacognition and self-regulation (+7) Mastery learning (+5) Achieved through: • Bespoke CPDL sessions run throughout the year, forming part of individualised Professional Growth requirements and in line with school/Trust priority areas • Ambition Leads in place from September 2024 to align Trust ambitions with day-to-day school practice • Celebration of learning and teaching success, including through the use of Firefly, Arbor and Sway • 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: • Quality of Education leadership team • Learning and teaching group (cross-curricular) • 'Buy in' of expertise from learning and teaching group, ambition leads and Quality of Education team 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 Literacy marking	Feedback (+6) Continued development across the school, with a focus on how assessment throughout the year can be used to raise standards and outcomes for all students.	A B

Activity	Evidence that supports this approach	Challenge letter(s) addressed
	Targeted support through seating plans and buddies. Modelled responses demonstrate what excellence looks like.	
Home/remote learning ICT provision	Homework (+5) • Use of Firefly • Devices for students who need them • Training for students/parents • Staff upskilled • Tracking and monitoring of students- interventions in place for those that require further support	B D
Use of online platforms	Homework (+5) • GCSEPod • Sparx (Maths) • Other online platforms	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 and 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. Use of knowledge organisers and vocabulary banks.	A B
Reading for Pleasure	Parental engagement (+4) • Library: continued relaunch, updating and digitalisation	A D

Activity	Evidence that supports this approach	Challenge letter(s) addressed
	• Foxford Canon: books for each year group- inclusive reading focus • Calendar of events and competitions throughout the year • Parent workshops • Reading buddies	
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) • Curriculum specific reading strategies (eg. Maths: Triple lock reading) • Excellence in Literacy Guide (to be developed throughout the year) • Introduction of reading plus.	A
GCSE 'Steps to 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: £71,250

Activity	Evidence that supports this approach	Challenge letter(s) addressed
Management group (Leadership and consultant support) to raise achievement	Weekly meetings to keep the focus on success at GCSE sharp, with a focus on raised attainment for PP students	B C
SLT mentors for year 11 students	Regular one to one mentor meetings to keep a focus on progress and attainment.	
SSS meetings	Weekly SSS meetings with key pastoral and intervention staff with a sharp focus on PP students.	

Activity	Evidence that supports this approach	Challenge letter(s) addressed
Target 20/10 differentiated interventions	Behaviour interventions (+4) Mentoring (+2) Parental engagement (+4) CPDL for staff on effective use of interventions throughout the school year.	B
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 Refreshed more able school approach	Mentoring (+2)	B
National Tutoring Programme (NTP)	One to one tuition/Small group (+5)	B

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

Budgeted cost: £108,795

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

Activity	Evidence that supports this approach	Challenge letter(s) addressed
Cultural Capital, including trips and extra-curricular activities	All year groups- aspirations and building cultural capital; monitored through the Cultural Capital Central Record	B
Pastoral support- bespoke	Behaviour interventions (+4)	B
Mental health support	Social and emotional learning (+4)	B
Proactive attendance strategies including texts and first hour calling	Raised attendance proven to lead to raised attainment and limit the impact of external barriers to learning	C
Attendance team and incentives	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	C
Equipment	All students ready to learn, barriers mitigated- monitored through PP Pledge	B
Uniform support Uniform shop	All students ready to learn, barriers and conflict mitigated; raising aspirations through presentation	B
Creative arts enrichment including events and extra-curricular clubs	Arts participation (+3)	A

Total budgeted cost: £373,275

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 2023 to 2024 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, with technology used across subject areas and oracy embedded in all lessons in order to enhance learning.	• All PP students who have not met age related expectations of reading receive targeted support, which has led to significant improvements in reading ages. • PP students are able to communicate how the school supports their oracy development, in line with Voice 21 benchmarks. This has been consistently demonstrated through student voice and learning walks conducted by middle and senior leaders. • Learning and teaching across the school is typically 'great', as evidenced by learning walks conducted by middle and senior leaders. Work in books and folders further supports this.

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.
 	
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.
	• Key Stage 4 outcomes for 2024:
	  • PP progress has improved by 0.29 between 2023 and 2024
	  • The PP 'gap' between overall school progress and PP progress has positively reduced by 0.11 from 2023
	  • Slight increase in the number of PP students achieving grade 5+ in both English and maths from 2023 to 2024
	  • Slight reduction in the number of PP students achieving grade 4+ in both English and maths from 2023 to 2024
	• All Gatsby benchmarks are met for PP students, in line with the rest of the school.
	• All PP students have access to the correct equipment and full school uniform, as supported by the new uniform scheme for Year 7 and uniform 'shop' for reusing donated items and distributing new uniform items to disadvantaged students.
	• PP students are able to talk positively about their welfare, the support that is in place. Student voice has highlighted this throughout the year.

Intended outcome	Success criteria
	• Where attendance is low: clear, impactful strategies are in place for each PP student, as evidenced through records kept by the welfare team. • Support from parents and carers remains a priority for the school, particularly with regards to PP students. • PP student graduation for all year groups is strong, with targets being set and met.
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 and remains below the national average and persistent absence remains above, but improvements have been made on previous years. PP attendance and persistent absence remain as key school priorities with renewed focus and staffing from September 2024.
D. Consistent use of technology will be embedded in lessons across all subjects.	• PP students are able to cite examples of where digital technology has aided their learning as evidenced through student voice and learning walks. • Learning and teaching across the school including creative and technological methods is typically 'great', with better than anticipated use of digital technology.

Externally provided programmes

Programme	Provider
ClassCharts	
GCSE Pod	
Sparx Maths	
Walkthrus	
Lexonik	