Pupil Premium Strategy Statement (2023/24)

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)	932
Proportion (%) of pupil premium eligible pupils	37.3% (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 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Alison Gallagher
Pupil premium lead	Leanne Rowe
Governor / Trustee lead	Richard Elkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£351,900
School led tutoring allocation this academic year	£23,490
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	£375,390

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 creation of a new Learning and Teaching group within the 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 teaching is underway at Foxford, and highlighted as a 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 introduction 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 will be 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 will implemented across the whole school. Staff will 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 will be in place to support the needs of 'higher ability' learners, which will include an increased focus challenge in the classroom and aim to raise the aspirations of students. While the further enhancement of learning in the classroom will challenge pupils further, students will also have access to university visits, external speakers and dedicated high ability events to further increase aspirations.

Attendance at Foxford (89.1% in 2021-22 and 88.9% in 2022-23) 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 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.

Pupil Premium Pledge

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, 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 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	– 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 correct equipment (pen, pencil, ruler, eraser, pencil case) and full school uniform, worn with pride.

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: clear, impactful strategies are in place for each PP student. – 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 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. 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: £194,230

All evidence bases that can be quantified are taken from the EEF Teaching and Learning Toolkit, as of September 2023- indicated by additional impact in terms of months in brackets.

Activity	Evidence that supports this approach	Challenge letter(s) addressed
SLT capacity	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. SLT appointed mentors to support achievement of selected year 11 students.	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 2023-24, coaching being an integral part of Growth Partners 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 subject areas and staff • Ongoing training and upskilling for staff • Creative Learning strategy linked to the 6Ps • Ambassadors in specific areas to lead 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: • Dedicated learning and teaching hub for staff • Bespoke CPDL sessions run through the HUB • Celebration of learning and teaching success, including through the use of Firefly and Arbor • 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 and SLT 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) 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. Targeted support through seating plans and buddies. Modelled responses demonstrate what excellent looks like.	A B

Activity	Evidence that supports this approach	Challenge letter(s) addressed
Home/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
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. Use of knowledge organisers and vocabulary banks.	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 • Reading buddies	A D

Activity	Evidence that supports this approach	Challenge letter(s) addressed
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 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: £72,250

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 year leaders, attendance officer, Thrive and SLT year links with a key focus on PP students.	
A List and THRIVE+ differentiated interventions for target groups	Behaviour interventions (+4) Mentoring (+2) Parental engagement (+4)	B
Thrive inclusion unit- support and management of interventions	Mentoring (+2) Social and emotional learning (+4) Teaching assistant interventions (+4)	B C

Activity	Evidence that supports this approach	Challenge letter(s) addressed
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
Intervention strategies in KS3 and KS4 led by Associate Assistant Headteacher	One to one tuition/Small group (+5) Learning Hub (Academic KS4 lead)	B

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

Budgeted cost: £108,910

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
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

Activity	Evidence that supports this approach	Challenge letter(s) addressed
Proactive attendance strategies including texts and first day 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: £351,900 (+ £23,490 for school-led tutoring)

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 2022 to 2023 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. There is clear linkage between these and other strategies, specifically 6 P's and CODE. • 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. Literacy and oracy strategies have been successful with plans to extend.

Intended outcome	Success criteria
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.	PP progress at KS4 is above 2019 levels in almost all areas, with a reduced overall progress gap. PP Attainment 8 has increased from 2019 levels. More PP students achieved a standard or strong pass in both English and maths in 2023, compared to 2019.
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 above national average for PP attendance. Whole school attendance was below national average in 2022/23, emphasising the need to retain this as a key focus. Whole school PA and PP PA remains a focus.
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: Access from PP students to trips 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	