Pupil Premium Strategy Statement (2025/26)

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)	958
Proportion (%) of pupil premium eligible pupils	40.5% (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 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Alison Gallagher
Pupil premium lead	Nicola Green
Governor / Trustee lead	Richard Elkin

Funding overview £1075

Detail	Amount
Pupil premium funding allocation this academic year	£407,425
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	£407,425

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 including the inclusive classroom, across the school.

A drive on the use of technology, creative and digital learning within learning, reading, oracy 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 inclusive 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 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 extra-curricular intervention across the curriculum areas, for example university visits, external speakers and dedicated events and programmes to further increase aspirations.

For year 3 of the plan additional funding diverted to attendance in lower years.

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 through NGRT 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. APA
- 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 monitored to ensure that they get the most they can out of their time at Foxford.	– 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)
	– 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: £208,900

All evidence bases that can be quantified are taken from the EEF Teaching and Learning Toolkit, as of September 2025 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 2025-26, coaching is an integral part of 'Professional Growth' approach to staff development • Steplab • Collaboration and sharing of best practice with schools across the trust. • CPD lead by external providers: Inner Drive - focussing on research informed approaches to classroom practice. • Review of QA processes to ensure that staff and faculties receive high quality feedback to develop classroom practice.	A B

Activity	Evidence that supports this approach	Challenge letter(s) addressed
Classroom ICT provision	• We are committed to fostering innovative, cutting-edge approaches to learning and teaching by enhancing the use of ICT in the classroom. Key initiatives include: • **Ongoing Deployment of Apple Technology**: Continued rollout of Apple TVs and iPads to students, subject areas, and staff to support dynamic and interactive learning environments. • **Staff Training and Development**: A structured programme of continuous professional development (CPD) to support staff in embedding technology effectively into their teaching practice. This includes bespoke training tailored to individual and departmental needs. • **iPad Proficiency Framework**: Implementation of a tiered iPad proficiency model (Gold, Silver, Bronze) to guide and recognise staff development in using iPads for teaching and learning. This supports individual, paired, and faculty-based CPDL (Continuous Professional Development and Learning). • **Digital 'Non-Negotiables' for Teaching Excellence**: Establishment of three core digital teaching expectations—WAGOLL (What A Good One Looks Like), Live Modelling, and the use of Concrete Examples—to ensure consistency and high-quality practice across the school. • **Creative Learning Strategy**: Integration of our Creative Learning strategy aligned with the **6Ps** promoting engaging and inclusive learning experiences. • **Accessibility and Inclusion via Technology**: Delivery of Thrive training to support the use of iPads for accessibility, ensuring that all students can access and benefit from digital learning tools.	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- these are based around school priority areas and include carousels as well as some chosen sessions • Celebration of learning and teaching success, including through the use of Firefly, Arbor and Sway, Steplab • Input from Trust through SLE's and other key staff	A
Learning and teaching	Collaborative learning approaches (+5) Metacognition and self-regulation (+7)	A

Activity	Evidence that supports this approach	Challenge letter(s) addressed
group, including lead practitioners	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	
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. Targeted support through seating plans and buddies. Modelled responses demonstrate what excellence looks like.	A B
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 Struggling Readers Interventions	Graduated Response for Struggling Readers to implement targeted and tiered interventions according to reading challenges Oral language interventions (+6) Ruth Miskin Fresh Start Phonics progamme (+5) Small group tuition (+4) • Teaching assistant interventions (+4) • Achieved through:	A B

Activity	Evidence that supports this approach	Challenge letter(s) addressed
	• Additional staff being trained to deliver Lexonik Advanced, Toe by Toe, Stairway to Spelling, Precision Teaching • Incorporation into classroom practice- ongoing CPDL • GLS Assessment screeners including: LASS, Dyslexia Screener/Portfolio to support early identification • Biannual NGRT reading assessments to monitor student progress and identify targeted support where necessary	
Read to Achieve	Reading Instruction and comprehension strategies (+6) • Whole School PG target to develop professional expertise in supporting the delivery of reading • CPDL to develop knowledge and expertise in fluency, decoding and comprehension. • Development of disciplinary instruction to develop reading skills specific to subject disciplinary demands • Common approach to reading materials to support accessibility including sequential mapping of 'great' works of literature with subject-specific fields and increased regularity. 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	• Whole School Vocabulary Instruction approach including the explicit teaching of Tier 2/3 words (tricky/purple) • CPDL for staff and students (Yes to Learning) • Introduction of Foxford Reads and Talks @ Tutor Time to develop student independence to decode vocabulary and build exposure to challenging vocabulary/reading texts • Use of Learning Plans (knowledge organisers) developed within the curriculum Oracy 21- including Say it Again Better By... development of soft-skills/metacognition to extend breadth of language and understanding	A B
Reading for Pleasure	• Parental engagement (+4) • Access to the library- monitor trends and usage to increase independent reading specifically engaging PP students to widen literary awareness and accessibility • Foxford Canon: books for each year group- inclusive reading focus • Calendar of events and competitions throughout the year • Parent workshops including Help Your Child Read	A D

Activity	Evidence that supports this approach	Challenge letter(s) addressed
	• Paired Reading • Reading Plus (English curriculum offer) and Sparx Reading to support home learning	
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 provision 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 SLT mentors for year 11 students SSS meetings	Weekly meetings to keep the focus on success at GCSE sharp, with a focus on raised attainment for PP students Regular one to one mentor meetings to keep a focus on progress and attainment. Weekly SSS meetings with key pastoral and intervention staff with a sharp focus on PP students.	B C
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

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

Budgeted cost: £127,275

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
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: £407,425

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 2024 to 2025 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 T20 or T10% 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 2025:
	  • PP attainment has improved dramatically, narrowing the gap between 2024 and 2025, bearing in mind students had no KS2 data
	  • English attainment rose in both PP and Non PP with a bigger rise in PP, whilst attainment in maths rose by the same amount for PP and non PP
	  • An increase in the number of PP students achieving grade 5+ in both English and maths and 4+ in both English and maths from 2024 to 2025
	• 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 still remains a challenge and is 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 2025.
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	
Sparx Science	
Walkthrus	
Steplab	
Lexonik	

Part B: Review of the previous academic year
Outcomes for disadvantaged pupils

Internal tracking during the year indicated some narrowing of the Attainment 8 gap between disadvantaged and non-disadvantaged pupils. However, final outcomes demonstrate that an attainment gap remains and improving Attainment 8 outcomes for disadvantaged pupils continues to be a key priority.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

This provides evidence that disadvantaged pupils are beginning to close the attainment gap across a broader suite of qualifications. The gap in attainment between disadvantaged and not, is less in English than in maths.

Some subject success stories;
Health & Social Care. Disadvantaged students achieved 100% pass rates and outperformed non-disadvantaged students at grade 4.
IT. Most disadvantaged students secured a pass. The gap at grade 4+ is relatively small compared with many GCSE subjects. The 4+ is strong for a disadvantaged cohort and considerably exceeds the national GCSE pass rate across all subjects of at grade 4+.
Child Development. Disadvantaged pupils outperformed non-disadvantaged pupils at grade 4+ and were the only group to achieve grade 7+ with no gap between PP and non pp at pass rate.
Sport. Disadvantaged students secured some high grades, including over a quarter achieving 7+.
Business Disadvantaged students achieved a higher proportion of top grades (7+) than their peers.
Hospitality and catering. Disadvantaged students had a 100% pass rate which is above non disadvantaged.
Performing Arts. Disadvantaged students had a 100% pass rate which is above non disadvantaged.
Design Technology. Disadvantaged students had a 100% pass rate which is above non disadvantaged.
In Sociology and Spanish, 100% of disadvantaged pupils achieved a GCSE qualification.

Disadvantaged pupils achieved particularly strong outcomes in vocational qualifications. In Child Development, disadvantaged pupils outperformed their non-disadvantaged peers at grade 4+ and secured all grade 7+ outcomes. In Health & Social Care, 100% of disadvantaged pupils achieved a pass, exceeding the performance of non-disadvantaged students. Business also demonstrated strong performance, with a greater proportion of disadvantaged students achieving the highest grades. These outcomes indicate that vocational pathways are particularly effective in supporting disadvantaged learners to achieve positive qualifications and access progression opportunities.

In sixth form
There was no attainment gap was projected between disadvantaged (receiving a busary) and non-disadvantaged students.

Although not an attainment measure, these are significant indicators of improved equity:

PP suspensions saw a 63% reduction.

The proportion of suspensions involving disadvantaged pupils reduced from 68.2% to 51.9%. Summer term PP suspensions fell from 79 to 22 (72% reduction).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.
Although an attendance gap remains between disadvantaged pupils and the wider population, FSM attendance has remained broadly stable over the past two years despite increasing levels of need across the cohort. Attendance interventions resulted in the majority of targeted students improving their attendance during the Spring Term.
The school significantly strengthened attendance systems through additional attendance staffing, mentoring, attendance plans and targeted intervention groups. Attendance for vulnerable groups remained a key strategic priority and attendance risk scores improved during the year.

The analysis demonstrates that disadvantaged pupils experienced the strongest success within vocational and technical qualifications, where outcomes in Health & Social Care, Child Development, IT and Business compared favourably to non-disadvantaged pupils. Significant improvements were also evident in behaviour measures, with substantial reductions in suspensions and repeat suspensions. Continuing to improve attendance, literacy, classroom practice and academic outcomes for disadvantaged pupils remains a key priority within the current strategy.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
SPP was used to assign a staff member to act as a Service Children Liaison Officer to plan and deliver pastoral support. Activities delivered included: • Supporting pupils and families with mid-year admissions. • Acting as the main point of contact for service families daily including liaison with military welfare teams. • Delivering academic support, assessing needs, and tailoring teaching to address learning gaps.
The impact of that spending on service pupil premium eligible pupils
We have observed that these provisions have helped service children to settle quickly and continue learning, minimising disruption effects from school transfers.