Pupil Premium Strategy Statement (2026/27)

Foxford Community School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (Year 7-11)	977
Proportion (%) of pupil premium eligible pupils	47.3%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Tom Jordan
Pupil premium lead	Nicola Green
Governor / Trustee lead	Richard Elkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£441,100.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0.00
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*	£441,100.00

Part A: Pupil premium strategy plan

Statement of intent

The progress, attainment and wider outcomes of students eligible for Pupil Premium funding remain a key priority at Foxford School. We recognise the diverse needs, strengths and barriers to learning experienced by disadvantaged learners and are committed to ensuring that they receive the support necessary to thrive academically, socially and emotionally. Areas identified through ongoing evaluation and self-assessment will form part of our strategic development priorities within the 2026–2029 Pupil Premium Strategy.

From September 2026, our approach to Pupil Premium expenditure will build upon the strong foundations established through previous strategies. We will continue to prioritise evidence-informed practice, whilst broadening our focus to include a wider range of high-impact teaching and learning approaches that further support disadvantaged students. High-quality teaching remains the most important driver of student progress and achievement. As such, the continued development of the Quality of Education across the school will promote inclusive classroom practice, impactful teaching, oracy, reading and digital creativity, ensuring that all students can access and succeed within a rich and ambitious curriculum.

Our inclusive classroom approach is underpinned by the principle of **"Useful for all, vital for some."** This reflects our commitment to implementing strategies that benefit all learners while providing targeted support for those who need it most, including disadvantaged students.

At Foxford, we recognise that effective communication is fundamental to success both within and beyond the classroom. Through our whole-school oracy provision, students are explicitly taught how to communicate clearly, confidently and respectfully. Teachers plan purposeful opportunities for structured talk within lessons, enabling students to develop their speaking and listening skills across the curriculum and enhancing both academic achievement and personal development.

Reading remains a central priority within our curriculum and is recognised as a key driver of academic success, social mobility and future employability. We are committed to ensuring that all disadvantaged students become confident, fluent and strategic readers who can access an increasingly challenging curriculum across all subject areas.

A whole-school disciplinary reading approach is embedded across the curriculum. Teachers explicitly teach students how to read, interpret, and evaluate the specialised texts, vocabulary and language structures required within their subjects. Whether studying Mathematics, Science, History, Art or English, students are routinely supported to develop reading fluency, comprehension and vocabulary knowledge alongside subject-specific knowledge and skills.

Reading development is supported through a graduated response model, ensuring that students receive increasingly targeted intervention based on identified need. All students undertake regular reading assessment through NGRT and additional screening where appropriate, enabling early identification of barriers to reading and timely intervention. Intervention programmes are matched carefully to individual needs, including decoding, fluency, vocabulary, comprehension and specific literacy difficulties. This ensures that support is precise, evidence-informed and regularly evaluated.

The development of oracy is closely linked to our reading strategy, recognising this as a fundamental gateway to learning. Explicit opportunities for structured talk, vocabulary rehearsal, discussion and academic language development are built into lessons and tutor time. Through Voice 21 approaches, Foxford Reads and Talks, and subject-specific speaking opportunities, students are supported to articulate ideas confidently, use ambitious vocabulary and deepen comprehension of challenging texts.

Through our **Six Principles of Learning**, we seek to create a digitally rich environment that equips students with the knowledge, skills and confidence required to flourish in an increasingly digital world. Technology is used purposefully to enhance learning rather than replace high-quality teaching. Our approach includes:

- **Real-Life Scenarios:** Connecting learning to authentic contexts and wider applications to deepen understanding and engagement.
- **Live Modelling:** Utilising the "I Do, We Do, You Do" approach alongside digital technology to model excellence, scaffold learning and celebrate student success.
- **WAGOLLs (What A Good One Looks Like):** Sharing examples of high-quality work to support effective modelling, address misconceptions and develop students' understanding of success criteria.

The **Foxford Pupil Premium Pledge** will continue to ensure that disadvantaged students remain highly visible within school improvement priorities. Through this commitment, we maintain a relentless focus on removing barriers to learning, promoting equity of opportunity, and raising aspirations and expectations for all learners.

The quality of teaching at Foxford continues to strengthen through the implementation of evidence-informed practice. The **Six Principles of Great Teaching**, supported by the use of Steplab and instructional coaching, provide a consistent framework for professional development and pedagogical improvement. Improving the quality of education through high-quality teaching remains central to our three-year strategy.

To support this aim, we have enhanced our focus on creative learning, effective feedback and mastery approaches, ensuring that all students are challenged, supported and able to make sustained progress. High-quality online learning provision is fully embedded and supported through daily access to devices for students who may face barriers to digital learning at home. This provision is complemented by targeted interventions delivered through Thrive and other bespoke support programmes to address individual student needs.

Foxford maintains a clear commitment to supporting higher-attaining learners, including those eligible for Pupil Premium funding. Through increased challenge within lessons, alongside a broad range of enrichment opportunities such as university visits, guest speakers, aspiration events and subject-specific programmes, we aim to broaden horizons, raise aspirations and support students in realising their full potential.

Attendance at Foxford remains a key school improvement priority, particularly for students eligible for Pupil Premium funding. We recognise that regular school attendance is a significant factor in securing positive academic outcomes, supporting wellbeing and enabling students to fully access the wider opportunities available through school life.

Whilst attendance has continued to recover following the disruption caused by the COVID-19 pandemic, disadvantaged students remain disproportionately represented within persistent absence figures. We recognise that barriers to attendance are often complex and may include issues relating to mental health and wellbeing, family circumstances, transport, medical needs, anxiety and engagement with education. As a result, our approach is centred on early identification, targeted intervention and strong partnerships with families.

Foxford is committed to promoting excellent attendance through a culture of high expectations, support and inclusion. Attendance is monitored rigorously at whole-school, cohort and individual student level to ensure that concerns are identified swiftly. Disadvantaged students receive enhanced monitoring and support, with attendance forming a key aspect of pastoral and academic review processes.

Strategies to improve attendance include:

- Early identification of attendance concerns through regular monitoring and analysis of attendance data.
- Targeted attendance interventions for disadvantaged students and those at risk of persistent absence.
- Close collaboration between pastoral teams, attendance staff, families and external agencies to remove barriers to attendance.
- Personalised support plans where required, addressing individual attendance challenges and promoting successful reintegration into school.
- Recognition and celebration of improved and sustained attendance through a range of rewards and incentives.
- Strong transition and pastoral support to promote belonging, engagement and positive relationships with school.
- Promotion of high levels of student engagement through an ambitious curriculum, enrichment opportunities and wider school experiences.

We are committed to ensuring that every student feels safe, valued and supported within our school community. Through a whole-school approach to attendance, we aim to reduce persistent absence, improve engagement and ensure that disadvantaged students are able to benefit fully from the educational opportunities available to them. Improving attendance will remain a central priority within the 2026–2029 Pupil Premium Strategy as we continue to work towards securing equitable outcomes for all learners.

At Foxford, we believe that excellent behaviour is fundamental to creating a safe, inclusive and ambitious learning environment where all students can achieve their full potential. High expectations, strong relationships and a consistent approach to behaviour underpin our school culture and support students to engage positively with learning.

Behaviour across the school continues to be strong, including for students eligible for Pupil Premium funding. Our clear and consistent behaviour systems ensure that classrooms remain calm, purposeful and conducive to learning, allowing students to maximise their progress and achievement. This positive learning culture is regularly evidenced through learning walks, quality assurance activities and feedback from external visitors and stakeholders.

We recognise that disadvantaged students may face additional barriers that can impact engagement, behaviour and wellbeing. Therefore, our approach combines high expectations with targeted pastoral support, ensuring that students receive the guidance, intervention and encouragement needed to succeed. Through strong pastoral care, restorative practices and effective collaboration with families and external agencies, we seek to address barriers early and promote positive attitudes towards learning.

Student behaviour, attitudes to learning and engagement are closely monitored to enable timely intervention and support where needed. Leaders and pastoral teams use behaviour data proactively to identify trends, provide targeted support and ensure that disadvantaged students remain fully engaged in school life. A range of personalised interventions, mentoring opportunities and wellbeing support programmes are available to help students develop resilience, self-regulation and confidence.

Through our commitment to high standards, inclusion and belonging, we aim to ensure that all students feel safe, respected and valued within the Foxford community. By fostering positive relationships, strong attendance, excellent behaviour and high aspirations, we create the conditions in which disadvantaged students can thrive academically, socially and personally.

The Pupil Premium Pledge

1. **Every** Pupil Premium student will receive consistently high-quality teaching in all subjects, with high expectations, appropriate challenge, and clear, actionable feedback.
2. Every Pupil Premium student who is underachieving, with a clear focus on high attaining students, will attend masterclasses or targeted additional intervention, deepening their knowledge, skills, and understanding in core subjects and ensuring they continue to excel.
3. Every Pupil Premium student will have the correct equipment, so they are fully ready to learn every day.
4. Every Year 11 Pupil Premium student will receive appropriate revision resources and structured support to ensure they can use them effectively when preparing for exams.
5. Every Pupil Premium student will regularly complete remote learning, consolidating and extending their knowledge through high-quality digital platforms and homework systems.
6. Every Pupil Premium student will benefit from effective digital learning, ensuring access to platforms, devices, and remote learning tools that support consolidation and extension of classroom learning.
7. Every Pupil Premium student will attend at least one trip or new experience each year, broadening their social, cultural, and personal development.
8. Every parent or carer of a Pupil Premium student will attend at least one face-to-face meeting per year, ensuring they feel informed, involved, and supported.
9. Every Pupil Premium student has access to careers information, advice and guidance throughout their time at Foxford and, in Years 10 and 11, will receive a careers interview, raising aspirations and supporting informed choices about post-16 pathways.
10. Every Pupil Premium student has their access to enrichment benchmarks assessed, with clear plans for progression through the school, enabling to demonstrate improved performance.

All disadvantaged pupils will access the full curriculum and be expected to meet the same ambitious academic standards as their peers, with scaffolding rather than reduced challenge.

- The impact of each strategy will be reviewed termly through attainment, attendance, behaviour, reading, participation and pupil voice data. Leaders will use this evidence to refine provision, reallocate resources where appropriate and ensure funding continues to address the greatest barriers facing disadvantaged pupils.

Challenges

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

Challenge Number	Detail of challenge
1	Ensure all students receive high-quality learning and teaching, with a sharp focus on PP students
2	Through targeted interventions, both academic and pastoral, raise progress for PP students.
3	Reduce persistent absence, improve attendance and strengthen student engagement for disadvantaged students through early intervention, pastoral support and removal of barriers to learning.
4	Increase reading ages and improve literacy and oracy skills, as weaknesses in these areas can limit disadvantaged students' access to the curriculum.

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
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 disadvantaged students meet or exceed age-related expectations in reading, with bespoke intervention and monitoring in place for remaining students • All PP students are able to communicate how the school supports their oracy development, in line with Voice 21 benchmarks. • Pupil voice, lesson visits and assessment evidence demonstrate increased use of academic vocabulary and structured talk • Lesson visits, work scrutiny and pupil voice demonstrate that disadvantaged pupils access the full curriculum successfully and experience consistently strong teaching across subjects.
All students identified for Elevate intervention 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.

Intended outcomes	Success criteria
monitored to ensure that they get the most they can out of their time at Foxford.	• All PP students have the correct equipment and full school uniform. • 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. • 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.
Raised attendance (whole school and for year groups) and significantly reduced persistent absence (PA) for PP students, in line with or above national averages using 'On track'	• Whole school attendance is improving to reach an average of 95% or higher. • Whole school PA is reducing in line with National 24.3% • In line with National, FSM PA 40.6%.
Disadvantaged students have regular oracy and reading strategies used in lessons and in tutor time. Students can use subject specific terminology well in assessments so increasing attainment.	• (+7) Reading ages for disadvantaged students improve at least in line with chronological age, with accelerated progress for students significantly below age-related expectations. • Disadvantaged students demonstrate increased confidence when accessing challenging curriculum texts across all subjects. • High-quality disciplinary literacy strategies are consistently evident in lessons across all curriculum areas. • Disadvantaged students routinely use ambitious Tier 2 and Tier 3 vocabulary accurately in speaking and writing. • Participation in reading for pleasure activities, library engagement and independent reading increases for disadvantaged students. • Students can articulate how reading, vocabulary and oracy support their learning and future aspirations.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £242,575

Activity	Evidence that supports this approach	Challenge numbers(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 Elevate strategy, and with a clear focus on English and maths performance as this is our clear attainment priority.	1, 2
Coaching	Collaborative learning approaches (+5) Metacognition and self-regulation (+8) Achieved through: • Building a coaching culture, continuing to develop positivity towards lesson drop ins using Steplab. • Coaching training to ensure quality conversations. • Targeted coaching to develop teaching strategies using Steplab as the vehicle for recording and training for staff. • Instructional coaching through Steplab. • Sharing good practice to ensure good impact across the school • Coaching qualifications- aim for an increase in staff to complete (Introduction to Coaching)- upskilling staff • For 2026-27, coaching is an integral part of 'Professional Growth' approach to staff development • Use of Steplab to celebrate success within the classroom for teachers using Shout outs and staff briefings. • Collaboration and sharing of best practice with schools across the trust.	1, 2

Activity	Evidence that supports this approach	Challenge numbers(s) addressed
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 • Big 3 – focussing on evidence led teaching strategies Useful for all vital for some. • HA 3 - focussing on evidence led teaching strategies • To raise attainment in our HA pupils. • Celebration of learning and teaching success, including through the use of Steplab shout outs. • Input from Trust through SLE's and other key staff	1,2
Learning and teaching group, including lead practitioners	Achieved through: • Quality of Education leadership team • STEAM and SCALE groups • '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	1
Home/remote learning ICT provision	• Homework (+5) • Homework club • 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	1
Feedback is embedded within Foxford's Six Principles of Great Teaching and is used to strengthen learning through responsive teaching rather than excessive written marking.	• (+6) Whole-class feedback that identifies common strengths, misconceptions and next steps. • Live feedback during lessons to enable immediate improvement and reduce misconceptions. • Use of iPads and live modelling to make feedback explicit and actionable. • Dedicated improvement and reflection opportunities within lessons, allowing students to respond to feedback and improve their work. • Retrieval activities used diagnostically to identify gaps in knowledge and inform subsequent teaching. • Consistent use of success criteria, WAGOLLs and exemplars to support students in understanding what excellence looks like. • Teacher questioning used purposefully to assess understanding and provide immediate feedback.	1, 2, 4

Activity	Evidence that supports this approach	Challenge numbers(s) addressed
	• Coaching and CPDL focused on effective feedback through the Big 3 strategies and adaptive teaching. Feedback tailored to support disadvantaged students in accessing the full curriculum and making sustained progress.	
Use of online platforms	Homework (+5) • GCSEPod • Sparx (Maths, Science and English) • SENECA • Carousel Other online platforms	2
ClassCharts	Support for implementation of the 4 I's: • Identify • Individualise • Intervene • Impact • Illuminated seating plans expected in every classroom with disadvantaged students clearly identified for early intervention.	1, 2
Graduated Response for Struggling Readers Evidence-informed interventions matched to individual barriers.	• Oral language interventions (+6 months) • Ruth Miskin Fresh Start Phonics programme (+5 months) • Lexonik Advanced • Toe by Toe • Stairway to Spelling • Precision Teaching • Small group tuition (+4 months) • Teaching Assistant interventions	1, 2, 4
Vocabulary development	• Whole-school vocabulary instruction with explicit teaching of Tier 2 and Tier 3 vocabulary. • Foxford Reads and Talks during tutor time. • Consistent use of subject-specific vocabulary routines. • Learning Plans and knowledge organisers to support retrieval and repeated exposure. • CPDL for staff on disciplinary literacy and vocabulary instruction. • Purple and tricky words • Explicit teaching of morphology, etymology and word-learning strategies. • Integration of vocabulary, reading and oracy within Quality First Teaching. • Oracy 21- including Say it Again Better By... development of soft-skills/metacognition to extend breadth of language and understanding	1, 4

Activity	Evidence that supports this approach	Challenge numbers(s) addressed
Reading for Learning	• Whole-school CPDL on effective reading instruction. • Teaching of explicit comprehension strategies including summarising, questioning, predicting and clarifying. • Fluency-focused approaches, including repeated reading and teacher modelling. • Subject-specific reading approaches to grow subject-expert reading skills • Excellence in Disciplinary Subject Guide to support consistency in classroom practice. • Structured opportunities for extended reading across the curriculum. • Sparx and other adaptive technologies used to develop fluency and comprehension. • Teachers routinely model expert reading behaviours and thinking processes.	4

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

Budgeted cost: £71,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Management group (Leadership and consultant support) to raise achievement SLT mentors for year 11 students	Weekly meetings to keep the focus on success at GCSE sharp, with a focus on data-informed raised attainment for PP students Regular one to one senior mentor meetings to keep a focus on progress and attainment.	2,3
Differentiated interventions	Behaviour interventions (+3) Mentoring (+2) Parental engagement (+4) Edukey SEND CPDL for staff on effective use of interventions throughout the school year. Parental engagement	2
Thrive inclusion unit-support and management of interventions	Mentoring (+2) Social and emotional learning (+4) Teaching assistant interventions (+4) Lexonik interventions Toe by Toe reading interventions Social Interventions Regulation zone	2,3
Elevate mentoring for more able students	Mentoring (+2) For more able students BRO/JTU	2

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

Budgeted cost: £127,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance 'On Track' strategy	Weekly tutor data Rewards for tutors groups. Published through Tribly TV and parental newsletters. Disadvantaged sprint shared weekly with SLT Managed through distinct waves of intervention, linked to the policy. A support first approach with students, parents and carers. Identifying and removing barriers to attendance achieved through supportive tutor conversations and meetings with parents. PP and SEND coach mentoring	3
Elevate Strategy	Distinctive area for contact for Y11. Facebook posts Year 12 interviews Intervention timetable Teams calls for targeted parents. Year 11 Excellence Evening	2, 3
Careers guidance supporting aspiration, destination outcomes, informed decision-making and social mobility.	Gatsby Benchmarks All Y10 and Y11 disadvantaged students are prioritised to ensure they have appropriate and timely careers guidance. University visits Destination tracking Disadvantaged students are prioritised for experiences to increase their cultural capital, including encounters with employers and workplace experiences.	2
SSS meetings (Strategic Student Support)	Behaviour interventions (+4) Identify and monitor interventions that raise attendance, improve behaviour and support wellbeing.	2, 3
Cultural Capital, including trips and extra-curricular activities	All year groups- aspirations and building cultural capital; monitored through the Cultural Capital Central Record and Enrichment benchmarks. Use of Evolve for compliance for trips and enrichment opportunities.	2
Pastoral support- bespoke	Behaviour interventions (+4) using ACES spreadsheet to identify disadvantage. Use of Enhanced Pastoral Leads and wider pastoral team	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health support	Social and emotional learning (+4) Educational Mental Health Team Pastoral Support CAMHS referrals	2
Parental engagement	Parental engagement (+4) Fresh approach to information evenings, parent evenings and success events- monitored through PP Pledge Social media, marketing	2, 3
Equipment	All students ready to learn, barriers mitigated- monitored through PP Pledge	2, 3
Uniform support Uniform shop	All students ready to learn, barriers and conflict mitigated; raising aspirations through presentation	2, 3
Enrichment including events and extra-curricular clubs	These include; Sports clubs STEM club War Hammer club Cross stitch club Board Game club	2, 3

Total budgeted cost: £441,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Externally provided programmes

Programme	Provider
ClassCharts	
GCSE Pod	
Sparx Maths	
Sparx Reader	
Sparx English	
Sparx Science	
Carousel	
Seneca	
Steplab	
Lexonik	
Ruth Miskin Fresh Start Phonics	