



Pupil premium strategy statement

Foxbridge Primary 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	41
Proportion (%) of pupil premium eligible pupils	9.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2025
Date this statement was published	November 2023
Date on which it will be reviewed	Termly, full review September 2024
Statement authorised by	Pam Bridgwood Headteacher
Pupil premium lead	Pam Bridgwood Headteacher
Governor / Trustee lead	Alex Mcquillan Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,045
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£9,045



Part A: Pupil premium strategy plan

Statement of intent

Nurture, Empower, Succeed

At Foxbridge Primary School, we want all of our children to thrive within a nurturing environment created by adults that have high expectations of all learners.

Our aims are to:

- have no recognisable gap between the attainment of pupils in receipt of pupil premium and their non-disadvantaged peers.
- support children to become confident and effective communicators.
- ensure that children have access to high quality teaching.
- effectively support children with their social and emotional development and wellbeing.
- instil a love of reading within our children and develop confident readers.

To achieve these aims we will:

- ensure that teaching and learning opportunities meet the needs of all pupils.
- provide a carefully constructed curriculum that engages and inspires children.
- ensure that P.S.H.E. is prioritised within the curriculum.
- embed a trauma informed approach to behaviour management.
- support our children's social and emotional wellbeing through an emotion coaching approach.

Our approach will be responsive to individual needs and not assumptions on the impact of disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	Phonics and early reading Children not able to retain skills taught resulting in slower progress being made.



2	Poor communication and language skills Children are coming in to reception with language skills that are below age-related expectations. This is negatively impacting attainment in all areas of the curriculum.
3	Difficulties with self-regulation and social skills Children are not able to self-regulate, meaning that learning time is lost and relationships with peers are impacted.

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 outcome	Success criteria
Children to have a strong understanding of phonics to support early reading skills	Children will make good progress from their starting points. Children will receive high quality phonics teaching.
Improved communication and language skills	Children will be able to express themselves clearly and effectively.
Children can fully engage in all aspects of school life	Children will be able to manage their feelings and emotions effectively and have high levels of wellbeing.

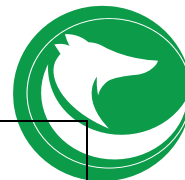
Activity in this academic year

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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics CPD to ensure effective and consistent implementation of “ Essential Letters and Sounds”.	Phonics Toolkit EEF Phonics approaches to teaching reading have a positive impact on pupil outcomes.	1



<p>All teachers to receive training on Essential Letters and Sounds.</p> <p>ECT to observe experienced teacher from another school teach phonics.</p> <p>Implementation of phonics tracker.</p>	Department for Education	
<p>Emotion coaching and trauma informed practice training for all staff delivered internally and externally.</p>	<p>Improving behaviour in schools</p> <p>Teaching children about their emotions and learning how to manage them effectively is a significant impact on behaviour.</p> <p>Developing social and emotional learning in schools</p> <p>A trauma informed approach to behaviour management benefits the wellbeing of all children.</p>	2,3
<p>Whole school curriculum development</p>	<p>EEF evidence of the importance of high quality (quality first) teaching</p>	1,2,3

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

Budgeted cost: £4495

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group work and 1:1 work to support emotional development.	<p>EEF Social and Emotional Learning</p> <p>Targeted work will support children to develop their emotional literacy skills.</p>	3
Small group and 1:1 work to provide	<p>Phonics Toolkit EEF</p>	1



phonics and reading interventions.	Targeted work will support children to catch up and keep up with their peers.	
Small group and 1:1 work for communication groups.	Leicestershire partnership Speech and language advice	2,3
Makaton CPD.	Leicestershire partnership Makaton supports children with delayed language skills to communicate.	2,3
Parent support groups for families of previously looked after children.	Impact of parental engagement - EEF Parental engagement and support has a positive impact on outcomes for children.	3

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

Budgeted cost: £4050

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children are provided with a book bag when starting school to raise the profile of reading and help develop a sense of belonging.	Gov.uk school uniforms The book bags will create a sense of belonging and show that we value books and reading.	1
We have a bank of uniform that can be given to children as required.	Gov.uk school uniforms	3
Subsidise after school clubs and trips.	EEF evidence that participation in art and physical activity supports outcomes for children.	3
Development of a nurture / sensory room.	Children need a calming space to help self regulate and develop emotional literacy skills.	3
Resources to support adoption awareness.	Adoption friendly schools Developing a trauma informed approach to behaviour management	3



Total budgeted cost: £ 9,045



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As a new school this section is not applicable.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A