



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	101
Proportion (%) of pupil premium eligible pupils	12.8 % (13 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2026
Date this statement was published	November 2025
Date on which it will be reviewed	Termly, full review September 2026
Statement authorised by	Pam Bridgwood Headteacher
Pupil premium lead	Pam Bridgwood Headteacher
Governor / Trustee lead	Charlotte Brand Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,575
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>	£7,575



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.
- ensure that our staff are trauma aware
- 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. 30% of disadvantaged pupils also have additional learning needs.
2	Poor communication and language skills Baseline assessments indicate that children enter Reception with speech, language and communication skills below age-related expectations. These early language gaps can affect their ability to access the wider curriculum, follow instructions and engage in learning.
3	Difficulties with self-regulation and social skills Observations, assessments and interactions with pupils indicate that some 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 receive high quality phonics teaching and intervention. Children will make good progress from their starting points.
Improved communication and language skills	Children will be able to express themselves clearly and effectively. Assessments and observations indicate improved oral language among disadvantaged pupils.
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 and belonging demonstrated by data from student voice, student and parent surveys and teacher observations. There will be high levels of participation in enrichment activities, particularly among disadvantaged pupils.

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: £600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue phonics CPD to ensure effective and consistent implementation of <i>Essential Letters and Sounds</i> . All teachers and support staff to receive regular training on Essential Letters and Sounds. Specific emphasis on phonics interventions and individualised support for pupils.	Phonics Toolkit EEF Phonics approaches to teaching reading have a positive impact on pupil outcomes. Department for Education	1
Trauma informed practice training for all staff delivered internally and externally.	Improving behaviour in schools Teaching children about their emotions and learning how to manage them effectively is a significant impact on behaviour. Developing social and emotional learning in schools A trauma informed approach to behaviour management benefits the wellbeing of all children.	2,3
Whole school curriculum development	EEF evidence of the importance of high quality (quality first) teaching	1,2,3



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

Budgeted cost: £4805

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA sessions and social, emotional small groups	EEF Social and Emotional Learning Targeted work will support children to develop their emotional literacy skills.	3
Small group and 1:1 work to provide phonics and reading interventions.	Phonics Toolkit EEF Targeted work will support children to catch up and keep up with their peers.	1
Small group and 1:1 work for communication groups.	Leicestershire partnership Speech and language advice	2,3

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

Budgeted cost: £780 uniform and bags (£60 per pupil)

£390 – trips (£30 per pupil)

£1000– after school clubs

Total: £ 2,170



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. Children in receipt of FSM are entitled to an allocation of uniform.	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

Total budgeted cost: £7575



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2025 - Good Level of Development: 60% of disadvantaged pupils achieved GLD. The 2 pupils who did not achieve this joined part way through the year and will have continued support, particularly with Word Reading/Phonics.

Phonics check – the pupil who took the phonics screening check for Y1 achieved the expected standard and another pupil in Year 2 achieved the standard at the end of Y2.

Reading- 63% of disadvantaged pupils achieved Age Related Expectations by the end of the year.

A nurturing sensory area (The Den) has been developed; this has been used to support children to self-regulate and have time with an adult. An additional room (The Nest) has been set up for small group work and interventions, specifically ELSA and Colourful Semantics.

Access to breakfast club and after school enrichment was available for all pupils. 1 child receives a funded breakfast club place and this has had a positive impact on their attendance. All children in receipt of pupil premium attended a after school club.

Support and training for ELSA Practitioner led to effective sessions with targeted pupils. Children in receipt of pupil premium are prioritised for pupil premium support.

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