Pupil premium strategy statement

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 spent the funding in the academic year 2025-2026 and the effect that year's spending had within our school.

School overview

Detail	Data
School name	Foxhills Infant School (8502299)
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	6.3% (11 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 **2025-2026**
Date this statement was published	December 2025,
Date on which it will be reviewed	November 2026
Statement authorised by	Lucy Howe, Headteacher
Pupil premium lead	Heather James, Deputy Headteacher
Governor	Caroline Hubbard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (Financial Year 25/26 as at September 2025) based on 11 pupils (6.3%). 8 x £1515 = 12120, 1 x 350 = 350 and 2 x £2630 = £5260	£17,730
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	£17,730

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their background or starting points, make good progress and achieve high attainment in all national curriculum subjects. High quality teaching and a curriculum designed with the most disadvantaged in mind is central to achieving this.

Our curriculum is underpinned by a set of clear drivers which are ambitious to ensure disadvantaged children gain the knowledge and skills they need to succeed in later life. We focus on the areas disadvantaged children need most (increasing experiences through education and enrichment, real life practical learning and vocabulary development) and ensure that knowledge and information are presented in ways that are easily understood and retained. Strengthening long term memory is key in ensuring disadvantaged children acquire crucial knowledge and make connections in learning. Our recursive curriculum, with ample opportunity for retrieval practice, develops this. There is a strong focus on vocabulary development and ensuring disadvantaged children understand the meaning of words. This is essential because an understanding of language promotes cognitive growth and supports children to connect ideas and strengthen existing understanding.

High quality teaching begins with understanding each child as a unique individual: their developmental stage, learning styles, barriers to learning and strategies that secure best progress. Assessment for learning is at the heart of effective provision, and all task design and teaching is informed by an understanding of each child's needs. Through pupil progress reviews, the progress and attainment of disadvantaged children is kept closely under review to ensure all provision is effective and successful in closing the gap, or in cases where learning gaps do not exist, effective in providing additional opportunities through enrichment and cultural experiences.

The school adopts the mind-set that it is a keep up curriculum, not catch up. This means that quality first teaching is the primary approach in meeting all children's needs. For disadvantaged children, high quality teaching and targeted intervention are used concurrently.

Our Pupil Premium Strategy has been developed after referring to guidance in the Education Endowment Fund (EEF), Teaching and Learning Toolkit, Ofsted's latest reports on the use of pupil premium, the NFER report on supporting the attainment of disadvantaged pupils and Maximising the impact of the Pupil Premium (Marc Rowland April 2020). We have chosen our approaches to support pupil premium children based on this research and based on strategies that have worked well in previous years. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme (School Led Tutoring) for pupils whose education has been worst affected, including non-disadvantaged pupils.

Strategy aims for disadvantaged pupils

- Staff are committed to raising the attainment in reading, writing and mathematics for all children through providing high quality first teaching, with daily assessment for learning and cut-away groupings to ensure misconceptions are addressed quickly and additional targeted support is provided where necessary.
- Staff ensure that pupil premium children continue to make accelerated progress in order to close the gap with their peers.
- Teachers maintain 'Pupil Profile Plans' for our pupil premium children to ensure an individualised approach to addressing any barriers to learning and cater for wider emotional needs.
- Staff ensure that all children have equal access to the extended curriculum including trips, PTA activities and other enrichment activities.

Key Overall S.I.P Objectives (2025-26)

Overall Improvement Objectives (taken from the School's Self Evaluations)

- To embed the schools teaching and learning toolkit so that ordinarily inclusive provision becomes the norm (culture of the ordinary, universally proportionate).
- To support teachers in adapting teaching and learning so that all children make progress
- To improve the accuracy and rigour of assessment so that it effectively guides teaching and learning
- To increase the proportions of pupils attaining ARE and GDS in mathematics by the end of KS2 by:
    - Improving teacher's fraction subject knowledge in mathematics
    - Teaching pupils how to make conceptual connections between fractions, decimals and percentages
    - Review how effectively non-routine problems are selected to ensure they build progressively and conceptually over time.
    - Embed the effective teaching of mathematical verbal and written reasoning and mathematical communication
- To increase the proportions of pupils attaining ARE and GDS in SPAG by the end of KS2 by:
    - Embedding the federation's new spelling scheme
    - Providing increased opportunities for retrieval of learned knowledge at word, punctuation, sentence and spelling level.
    - Increasing teachers' expectations of effective use of grammatical terminology within their teaching of English.
- To raise the attainment of pupils identified as FSM/PP in reading, writing and maths so that outcomes are in line or above national in every year group.

Challenges

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

Challenge number	Detail of challenge
1	**Knowledge Gaps** Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged children have been impacted by partial school closures to a greater extent than for non-disadvantaged children. These findings are supported by national studies. This has resulted in significant knowledge gaps, leading to children falling further behind age-related expectations in Reading, Writing and Maths. Our assessments indicate that disadvantaged children enter the school with poor phonics and basic literacy skills on entry. ➢ On average, 50%-66% of disadvantaged pupils have been in the lowest phonics groups on entry to the school. ➢ On entry to our Reception class on average, between 25 - 50% of our disadvantaged pupils arrive below age-related expectations in mathematics compared to 4 - 16% of other pupils.
2	**Self-esteem, Social and Emotional Literacy** Our observations and discussions with pupils and families have identified social and emotional issues, including lower self-esteem, poor attachments and characteristics of effective learning (eg listening, attending, independence and interaction with peers) for many children but in particular those from disadvantaged backgrounds. This has been further impacted due to a lack of enrichment opportunities during the school/preschool closures. These challenges particularly affect disadvantaged pupils and their attainment. ➢ Teacher referrals for support have markedly increased. 72% of all our disadvantaged children require additional support with social and emotional needs.
3	**SEND** NHS assessments, discussions with preschools and observations of children indicate that many disadvantaged children enter the school with low or delayed expressive and receptive language skills. Oral language skills and vocabulary range is more limited for disadvantaged children and this impacts negatively on written vocabulary. ➢ At Foxhills Infants 20% of our SEND children are also disadvantaged. 80% of these children have moderate learning difficulties or have been identified as SEND for speech and language. ➢ 27% of all disadvantaged pupils have or are receiving support for Speech, Language and Communication Needs. ➢ 27% of disadvantaged pupils have been or are still under the care of a NHS Speech and Language Therapist.
4	**Low attendance and lateness of pupil premium children** Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. ➢ Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 12% lower than for non-disadvantaged pupils. ➢ As at January 2022, 63% of disadvantaged pupils have attendance lower than 95% compared to non-disadvantaged pupils attendance of 45%. 21% of disadvantaged pupils have been 'persistently absent – below 90%' compared to 16% of their peers during that period. We continue to monitor individual attendance and as at December 2023 18% of disadvantaged pupils have attendance lower than 95% and 90%.

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
Improved phonics, reading, writing and mathematics attainment among disadvantaged pupils.	End of year 1 phonics outcomes in 2023/24-2025/26 show that at least 83% (National 2019) 80% (National 2024) of disadvantaged pupils meet the expected standard. KS1 reading and mathematics outcomes in 2023/24-2025/26 show that more than 75% (National Average 2019) of disadvantaged children attain age related expectations.
Children will be making progress from their starting points in all subjects. Children's barriers to learning will be known, understood and well catered for. Children will be accessing the same curriculum but in ways that meet their learning needs. Adults promote, develop and maintain a culture that puts the needs of disadvantaged children first.	Children's books will show progress from the start of the academic year in all subjects. Pupils will be making progress against individual targets on their PPP (Pupil Progress Plan). Pupils individual barriers will be recorded on their PPP, class adults will be aware of these barriers and understand how to support children to adapt learning to ensure children can access learning within the classroom.
To achieve and sustain improved wellbeing and mental health for all pupils in our school, particularly disadvantaged children.	Sustained high levels of wellbeing from 2023/24 onwards demonstrated by: • qualitative data from student voice, parent discussions and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Greater confidence and aspirations in disadvantaged children in challenging themselves to try new activities.	Greater confidence in disadvantaged children in challenging themselves to try new activities. An increase in participation in enrichment activities/ clubs particularly among disadvantaged children.
To improve rates of progress and attainment for children who are SEND and also disadvantaged.	Disadvantaged children with SEND make progress against their individual targets. Targets attained are evident when triangulate with book scrutiny.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by:

	• the overall absence rate for all pupils being no more than 4% (National attendance rate of 96%) Improve attendance of disadvantaged pupils from 2023/24 • so that the current attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced from 18%. • so that the percentage of all pupils who are persistently absent being below 16% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: £8,034

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD - Phonics: **Continued monitoring, training and assessment of the DFE Validated Systematic Phonics Programme (RWI) to secure stronger phonics teaching for all pupils.** https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme • Assistant Head Teacher (AHT)/English Leader to monitor the progress of phonics across the school, provide training and support were appropriate (1 day per term) (£600) • Replacement of RWI resources • Purchase of home/school reading books to match pupils' phonics ability • Purchase of RWI First reader books matched to phonic ability for use in EYFS	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3
CPD – Cut-away Teaching: **Continued monitoring and coaching of Cut-away teaching to secure personalised learning and responsive teaching is maintained in all classrooms.** • AHT to support teachers in adapting the design of curriculum (the way it is taught and delivered, not content) so that disadvantaged children are supported to gain the same knowledge and experiences as others. • AHT to develop personalised provision/resources/support for disadvantaged pupils which support them to access the same curriculum, content as their peers. • Class teachers to develop adapted knowledge organisers/learning aids/ flip charts to enable children to participate in every lesson.	'Cut-away' is a teaching tool that we use to ensure that learning is personalised to meet the needs of every individual child. This involves the child being 'cut away' to their tables when they have demonstrated that they understand their work to begin their independent learning. From here, children may be 'cut back' to work with either the teacher or LSA to either address the misconceptions or move the learning on to the next step. Any pupils who do not achieve a good understanding of the knowledge at any point in the learning journey are provided with extra support through cut-away teaching. https://www.nace.co.uk/blog-post/1761881/364592/The-cutaway-approach-to-ability-grouping--Who-do-I-need-here-now	1,3

• Class teachers to design classrooms with disadvantaged children in mind at all times; ensuring the use of equipment, the environment, modelling and explanations all support the development of communication and comprehension. • Leaders to support teachers in increasing the variety of teaching methods and models used for explaining concepts to children. • AHT/English and Mathematics Lead to regularly undertake learning walks and classroom observations in line with the schools' school improvement plan and governor monitoring plan in order to raise the quality of teaching in all classrooms. (2 x 1 day per half term £1000) • AHT monitoring to evaluate impact of teaching and learning. Intervening quickly when things are not working to make adaptions to pedagogy and task design. • Tailoring Personal Development to address staff development points.		
CPD – Reading : **Development of the Reading Curriculum across the school including the embedding of comprehension skills.** • AHT/English Lead to develop, embed and monitor the Reading Curriculum (Half day per week release time £1950) • INSET and staff meeting training including the embedding of Cued Articulation. • AHT/English Lead to attend core provision (Half day release per term £300 plus cost of training £100) • AHT/English Manager to attend Moderation Training (£100)	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,3
CPD – Mathematics: **Development of the Mathematics Curriculum across the school, in line with DfE and EEF guidance including the embedding of mental mathematics skills.** • Weekly release time of Mathematics Lead to develop, embed and monitor the Mathematics Curriculum (Half day per week release time £1950) • INSET and staff meeting training • Mathematics Manager to attend core provision (Half day release per term £300 plus cost of training £100) • Retention of Mathematics Lead (£2500) • AHT monitoring to evaluate impact of teaching and learning. Intervening quickly when	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Early_Years_and_Key_Stage_1_Mathematics_Evidence_Review.pdf	1,3

things are not working to make adaptions to pedagogy and task design. • Tailoring Personal Development to address staff development points.		
CPD – Subject Leaders: **To develop all subject leaders as experts in the subjects they lead so they are able to support colleagues in meeting the needs of all pupils including disadvantaged pupils.** • Subject Leaders to embed the re-mapped core and foundation subjects in line with Ofsted Research Documents and refine the knowledge-based curriculum (week release per subject lead & support from AHT) • Subject Leader Professional Development Time dedicated to the monitor the curriculum (day each term for deep dive) • Subject Leader attendance at Subject Network Meetings		1,3
Assessment: **Training for all staff to ensure assessments are interpreted correctly, the curriculum is developed in response to these and Pupil Profile Plan (PPP) targets are created where applicable, implemented and evaluated in response to assessments.** • Staff meeting training • In-house use of RWI Assessments, PM Benchmark (Reading) scheme and PUMA (Mathematics) • Development of in-house (Mathematics) pre and post unit assessments • Year Group PPRM (Pupil Progress Review Meetings) held termly after assessment week.	Standardised tests can provide reliable insights into the specific strengths and weaknesses into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instructions. https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf	1,3
SEND: **Adopt the EFF Guidance 'Special Educational Needs in Mainstream Schools - Five recommendations on special education needs in mainstream schools'** ❖ **Create a positive and supportive environment for all pupils without exception – remove barriers to learning** ❖ **Build an ongoing, holistic understanding of your pupils and their needs** ❖ **Schools should aim to understand individual pupil's learning needs using the graduated approach of the, 'assess, plan, do, review' approach.** ❖ **Ensure all pupils have access to high quality teaching**	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,3

❖ **To a great extent, good teaching for pupils with SEND is good teaching for all. – flexible groupings, scaffolding** ❖ **Complement high quality teaching with carefully selected small-group and one-to-one interventions** ❖ **Work effectively with teaching assistants** • Inclusion Lead to undertake regular learning walks, pupil conferencing to monitor the provision for SEND & PP children. • EP surgery to enable staff to discuss ways to overcome barriers to children's learning • Inclusion Lead to hold Termly (PPRM) Pupil Progress Review Meetings to increase accountability of teachers to review the outcomes for SEN/PP pupils. • Inclusion Lead supports teachers in improving SMART targets both for SEMH & academic and review these at PPRM meetings (1 day per term). • Leaders to encourage adults to share individual targets with children so they improve children's ability to self-assess so they can self-improve learning. • Leaders to lead by example to change the mind-sets of adults in school so that adult expectations of children with PP/SEND increases and so they are more aspirational for what children can achieve (ARE+). • Inclusion Lead to improve teacher's knowledge and understanding of PP & SEND children in order for them to personalise all teaching and learning. • Tailoring Personal Development to address staff development points. • Staff to attend necessary training were necessary to support individual needs. • Leaders to encourage teachers to contact PP/SEND parents so that they are aware of what provision is in place, the impact on their child's development and the ways they can help at home; increase parents' evenings, visits to class and regular termly sharing of PPP.		
Thrive Approach School: **Thrive offers a trauma-informed, whole school approach to improving the mental health and wellbeing of children. This practice will be embedded into routine educational practices and supported by professional development and training for staff.** • Senior Leadership (SENCO) to attend Thrive Training in preparation for rolling out across	1	2,4

the federation from September 2024. (3 days release £300)		

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

Budgeted cost: £2,327

Activity	Evidence that supports this approach	Challenge number(s) addressed
To offer a range of **interventions** depending on need and diagnostic assessment for children with PP and SEND. • Class teacher/ teaching assistant cut away teaching/ catch up sessions/ interventions re paired reading and RWI catch up (TA 1 hour per day x 6 classes) • Reading, Phonics and Numeracy programmes. (Paired Reading, Precision Teaching, RWI phonics via small groups and 1:1 RWI catch up) • SENCo to support teachers and teaching assistants in selecting appropriate evidence-based teaching interventions (1 day per half term)	Learning Support Assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups- see below.	1,2,3
Additional **Phonics** sessions targeted at disadvantaged children who require further phonics support. • See above	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1,2,3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Small group tuition for children who have been most effected by the pandemic. • See above • 1:1 and small group work in line with NHS Speech and Language targets.	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3

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

Budgeted cost: £2959

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School **Attendance** advice. • Class teachers to have parent contact (mini review) with disadvantaged parents half termly and daily contact at handover to maintain good relationships and develop effective parental involvement to improve children's educational attainment and attendance. (TA cover 1 hour per week) majority of funding paid from staffing budget.(£125) • Inclusion Lead/Class Teachers to monitor attendance, set and review targets at half termly progress review meetings (1 day per half term) • Admin officer to report the attendance of pupil premium children raising any attendance issues with the HT who will then contact parents to discuss support strategies for improving attendance. • Enrichment activities (Rocksteady) paid for to raise self-esteem and enjoyment of school. • SLT training re analysing attendance using Arbor.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4
Support for social and emotional needs in the form of **ELSA** and regular **Time to Talk**. • YFM (Youth and Family Matters) to provide ELSA sessions as necessary (£1000) • TA/ Teacher to provide 1:1 Time to talk session where necessary.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2,4
Support for individual families in the form of a YfM (Youth and Family Matters) **family support worker** • YFM (Youth and Family Matters) Family Package (£2500)		

Health and Well-being Policy Development of the Foxhills Federation Heath and well-being policy for children and • Research and development time for Head Teacher and Assistant Head Teacher to develop the Health and Well-being policy, to disseminate this to staff		
SCARF is a whole-school approach to promoting behaviour, safety, achievement and mental wellbeing • Scarf subscription (£200)	There's a clear link between children's mental and physical wellbeing, and their attainment. A whole-school approach to mental wellbeing, involving teachers, pupils and parents/carers working together can impact significantly on pupils' wellbeing, behaviour and learning. Further evidence of this link is provided by PHE in their publication Promoting children and young people's mental health and wellbeing: A whole school and college approach. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_well-being.pdf https://www.coramlifeeducation.org.uk/scarf/	2
The School will offer a wide range of high-quality **enrichment opportunities** to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. • Year group enrichment activities throughout the academic year • Funding of one extra-curricular club per child • School Trips • In-school PTA activities • Milk • PE kit (£225x 13=£2925)	To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. Aspiration interventions tend to fall into three broad categories: • interventions that focus on parents and families; • interventions that focus on teaching practice; and • out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	2,4

Total budgeted cost: £13,320

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
ELSA Support	Youth and Family Matters
Family Support Worker	Youth and Family Matters
Musical Instrumental Lessons	Rocksteady

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Rocksteady Time to Talk Initial 1:1 lunchtime support
What was the impact of that spending on service pupil premium eligible pupils?	Increase in confidence/ reduction in anxiety. At the end of KS1 service children achieved ARE in reading, writing and mathematics.

Part B: Review of the previous academic year (2025-2026)

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year and details of further impact within the strategy plan (2023-2026).

Outcomes for disadvantaged pupils

Improved phonics, reading, writing and mathematics attainment among disadvantaged pupils.

End of year 1 phonics outcomes in 2025/26 for disadvantaged children was 71.4%. This is above National disadvantaged.

Year 1 Phonics		
Percentage attaining ARE		1025/26
	National Average	81.8%
	National Average for disadvantaged pupils	68.3%
	Foxhills' disadvantaged pupils	71.4%
	Foxhills' non-disadvantaged pupils	92.5%

In house KS1 data for disadvantaged children without SEN was in line with National for Reading and Mathematics and above National for writing. (2024)

Improved rates of progress and attainment for children who are SEND and also disadvantaged.

The school continues to work to achieve aspirational targets for our double disadvantaged children. Disadvantaged children including SEN pupils achieved 50% ARE combined at the end of KS1 for reading, writing and mathematics. (2024)

Children make progress from their starting points with adults promoting, developing and maintaining a culture that puts the needs of disadvantaged children first.

Children's books show progress from the start of the academic year. This is evident from regular learning walks undertaken by subject leaders and SLT.

Review meetings took place to improve the focus on pupil premium and SEN pupils. Pupil Progress Plans are in place for these children with individual barriers identified and teacher and teaching assistant working together to understand how to support these children and adapt learning to ensure children can access learning within the classroom. This is evident from the progress children are making against their individual targets. From learning walks it is evident that all adults in the classroom know who their pupil premium and SEN pupils are and are making regular checks on these children through a cut a way approach to learning.

Achieved and sustained improved wellbeing and mental health for all pupils in school particularly disadvantaged children.

Referrals from teachers and parents are acted upon in a timely way to ensure pupils receive appropriate ELSA, MHST support and family support when needed.

92% of parents and carers agree that their child feels happy in school, with 49% of parents and carers saying that they strongly agree that their child feels happy in school. (Parent Survey May 2024)

Greater confidence and aspirations in disadvantaged children in challenging themselves to try new activities.

All pupil premium children were offered the opportunity to participate in Rocksteady lessons. 92% of children took up this offer. The remaining children participated in school led lunchtime clubs. All pupil premium children took part in school trips and in-house enrichment opportunities linked to the curriculum learning.

Improved oral language skill and vocabulary among disadvantaged pupils.

Learning walks have shown that all pupils are engaged within lessons and books demonstrate progress made. Pupils with Speech and language difficulties are supported with interventions and targets taken from their NHS care plans. Where appropriate children are supported to access learning by taking part in pre-teaching of vocabulary. Vocabulary continues to be revisited and improved on our curriculum mapping to ensure staff are consistent with their vocabulary choices.

Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Disadvantaged Pupil Attendance 2023-2024

Year Group	Attendance
Year R	96.5%
Year 1	91.1%
Year 2	92.8%

We continue to strive for achieving high levels of attendance for all pupils in particular those that are disadvantaged. Whole school attendance for 2023-2024 was 97% and above the national rate of 96%. The gap between individual disadvantaged year groups is between 5.9% and 0.5%. The lowest attendance rate for individual disadvantaged pupils was 82.8%.

Additional Evidence from whole school monitoring.

- Changes to children's long-term memory- evidence of knowing more, doing more, remembering more
- Evidence of attaining the knowledge set out in our curriculum (how the federation defines progress).
- Acquisition of content knowledge (substantive, disciplinary, conditional)
- Fidelity to intentions (delivery of the curriculum in the way it has been sequenced)
- Evidence that children are achieving the vision for each subject (they are acquiring disciplinary understanding- they can talk about their learning and how to be a 'scientist, geographer, and so on)
- Evidence that learning is matched to need (accurate AfL, high quality instruction)
- A culture where teacher beliefs advocate for every child (ambition for all, variation and adaption, inclusivity, professional conduct).

Conclusion

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2025-26, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our approach to phonics teaching is very effective. We also have strategies in place to ensure the health and wellbeing of our students and that they are engaging in enrichment activities across the curriculum. We will continue to develop the embedding of rich consistent vocabulary across the curriculum and continue to have high expectations of our double disadvantaged pupils and aim to achieve a higher combined ARE for these pupils. (50+)

Next academic year we will focus on SEN/ double disadvantaged pupils with focussed half termly meetings to review strategies to overcome barriers to learning and writing and monitoring of SMART targets. We will also put in place strategies to monitor more thoroughly the attendance of disadvantaged pupils with training given to SLT on how to analysis attendance in Arbor.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information (optional)

We will continue

• To provide short term intervention programmes for underachieving pupils and those with a Special Educational Needs Diagnosis.
• To focus teaching on cut-away teaching and small groups in EYFS and Key Stage 1 to ensure that children have at least age-related expectations in reading (including phonics) by the time they leave Year 2.
• To work with all of our families in ensuring that their children attend school every day and making immediate contact if they do not.
• To inform all parents of their child's attendance percentages and patterns and celebrate positive outcomes and good weekly attendance.
• To reward recognition of excellence in modelling the school learning values via Monster Point certificates and Badges.
• To continue to provide motivational experiences through hooks to learning to support all children.
• To provide wider opportunities through before and after school clubs

Review of 2023-2024

Ongoing whole staff training has led to ensuring that all aspects of teaching and learning consistently maximise opportunities for all pupils. By May, we had developed a fully sequenced curriculum for all national curriculum milestones, clearly setting out the substantive, disciplinary and conditional knowledge our children need. This was a significant piece of work, and its implementation (From September 2024) will ensure we have fully integrated provision from reception to year six. Leaders will support teachers with this process to ensure consistency in delivering this curriculum by focusing on teaching and learning across three key stages (despite children being at different developmental stages, the principles of effective pedagogy remain the same).

Developing and supporting staff- Through the curriculum mapping process, Teachers in both schools now understand the developmental stages of children in EYFS, KS1 and 2 from a subject perspective. This has strengthened our Teacher's professional knowledge and has improved their subject leadership expertise.

We continue to develop staff expertise (with the ultimate goal being flexible deployment between the schools). The curriculum will greatly assist with this as it sets out what children must know, and when, and supports teachers to see the bigger picture in terms of knowledge, progression and knowledge for children over seven years.

The position of the federation as we approach September 2024:

From September, we will be implementing our new curriculum. Teachers will do this by taking the sequencing of learning subject leaders have planned and using it to design learning journeys for every subject. Within learning journeys, there will be small steps planning where can children can learn, practise and apply so they can embed key knowledge.

Learn, practise and apply is a process that supports children to learn. Learning has been defined in cognitive psychology as an alteration in long-term memory. When new knowledge and existing knowledge connect in children's minds, this gives rise to understanding. As pupils develop unconscious competence and fluency, this will allow them to develop skills, i.e. the capacity to perform complex operations, drawing on what is known.

Where pupils lack prior knowledge, they may find it difficult to learn new knowledge or skills, because their short-term, working memory is likely to become temporarily overloaded. If they are able to draw on their long-term memory and attend to a small number of new features in what they are learning, they are much more likely to learn and make progress. Therefore, the more pupils know, the more they have the capacity to learn.

New knowledge and skills do not exist in isolation, but rather build on what pupils already know and can already do. The order in which knowledge and skills are taught is therefore important. Since knowledge exists in rich

schemata, an effective curriculum ensures that pupils are taught concepts and skills in an order that enables them to make useful connections. This is what Ofsted, and our federation, understands by appropriate sequencing in the curriculum.

When we planned and designed our curriculum, we identified the endpoints we wish pupils to reach- the milestones. Reaching these milestones relies on clearly planned key concepts and skills that pupils must grasp in order to achieve these endpoints. This is what Ofsted, and our federation, understands by appropriate coverage and content in the curriculum.

With this in mind, progress should not be defined primarily by meeting standards or hitting the next data point. Rather, learning the curriculum itself is progress: If pupils attain within a well-sequenced, well-constructed curriculum, they are making progress, and this will be our approach to assessment from September 2024.

Curriculum Implementation

Implementation requires:

- A well-planned, well-sequenced curriculum with clear end points- we have achieved this, this academic year
- Good teacher subject knowledge- the curriculum will strengthen this and we will continue to develop this skill in our teachers and TAs from September
- Effective teaching and subject-specific pedagogy- this will be a key area for development
- Adaptive and responsive teaching – this is a key area for development
- Opportunities for pupils to independently demonstrate what they know, understand and can do- task design- a key area for improvement
- The active engagement of all stakeholders- teacher's attitudes and beliefs- professionalism

Our focus for school improvement, to fulfil these objectives will be:

Co-constructing with leaders and teachers the six components of great teaching: 1. Pedagogical content knowledge 2. Quality of instruction 3. Classroom climate 4. Classroom management 5. Teacher beliefs 6. Professional behaviour, achieved by developing a toolkit for all staff

Creating, embedding and sustaining effective assessment processes that enable accurate assessment of the wider curriculum. Working with teachers and subject leaders to ensure:

- all units are sequenced carefully
- knowledge for each lesson is clearly identified, previous learning reviewed and revisited
- purposeful independent learning planned (adaptations evident
- opportunities for assessing the long-term memory as well as 'in the moment' learning
- ensuring the taught curriculum matches the planned curriculum
- Improving Teachers' knowledge of the curriculum, so all assessments are robust.

The school improvement implementation plan will be shared in September. The plan will be held under review and status summary reports that will be RAG rated, will ensure we are making progress towards fulfilling our aims and objectives.