



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year only) funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium Strategy and how we intend to spend the funding in this academic year. It also highlights the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Foxfields Academy
Number of pupils in school (October 24 census)	95
Proportion (%) of pupil premium eligible pupils (as of November 2023)	66%
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Ashley Caress
Pupil Premium Lead	Louise Lewis
Local School Board Lead	Kathryn Cook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	TBC
Recovery premium funding allocation this academic year	TBC
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	TBC



Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges that they face, make good progress and are able to achieve their full potential during their time at Foxfields Academy. We want to ensure equity for all of our pupils in terms of our curriculum aspirations, educational experiences, enrichment opportunities & pastoral support. We recognise that our pupils are all unique and different and we therefore target our support carefully to ensure that this meets the needs of the right children in the right areas.

As a school, we put 'quality first teaching' at the heart of our ambition to deliver a broad and balanced curriculum. Based on research, this has got the greatest impact on closing the attainment gap and also benefits every pupil within the school community.

Pupils at Foxfields will make at least expected progress, in line with their personalised targets, in English, Maths and PSHE through quality-first teaching. We aim for disadvantaged pupils to have access to a wide range of interventions and strategies in school to meet their individual needs.

We will provide an intensive pastoral support service for pupils and for parents/carers with a focus on well-being and self-regulation strategies.

We will aim for disadvantaged pupils to increase their engagement at school, therefore diminishing the difference between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Foxfields.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Challenges

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

Challenge number	Detail of challenge
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1	Eligible for PP pupils may lack life experiences and opportunities for community participation.
2	Eligible for PP pupils may have a lower emotional literacy level than their peers within school and may not come to school ready to learn.
3	Eligible for PP pupils are at a further disadvantage with their speech and language development as well as social skills.
4	Eligible for PP pupils may have a more complex home lifestyle impacting attendance and lower parental engagement.

Strategy Aims

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.

Academic Achievement	
Intended outcome	Success criteria
PP Pupils make at least expected progress, in line with their personalised targets, in English, Maths and PSHE.	PP pupils will sustain good outcomes in curriculum areas.
PP pupils access interventions to develop communication skills.	As their SEMH needs are being met, PP pupils are to make at least expected progress or more in this area.
PP pupils have access to enrichment activities outside the classroom.	Outdoor Education is part of the curriculum offer as well as individual timetables
Wider Outcomes	
Intended outcome	Success criteria
PP pupils access support from the Pastoral team and relevant interventions to develop strategies to manage well-being.	Pupils are provided with pastoral support to raise self-esteem, resilience and to fulfil mindful lives.
PP pupils have appropriate strategies to develop self-esteem and pro social behaviours to engage in the wider community.	Pupils have access to relevant support, e.g. ELSA and a range of therapies. Pupils also have access to a range of personal development opportunities and the school is relentless in targeting contextual barriers to development.



PP pupils have appropriate strategies to develop self-regulation techniques.

The school have a dedicated and proactive behaviour team who not only address behaviour, but work to reduce incidents through personalised support.



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)

Projected spending: Staffing; Team Teach training, Emotion Coaching, ELSA, Trauma Informed Practice.

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff to be trained in Emotion Coaching and Team Teach. Specific staff to be trained in ELSA and Trauma Informed Practice	EHCP outcomes Lesson visits PSP	1, 3
Progress of PP pupils to be in line or higher than their peers in English, Maths and PSHE.	EHCP outcomes Curriculum Lesson visits Work scrutiny Deep dives	1, 2

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

Projected cost: Intervention Staff (employment of full-time Intervention Mentor)

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP pupils have access to quality first teaching.	Lesson visits Work scrutiny Deep dives Parent surveys	1, 3
PP pupils have access to high quality interventions.	Whole school intervention approach relevant to targeted areas	1, 3



	Liaison with external agencies where applicable (such as SALT) Assessment Work scrutiny	
Enrichment & Physical Activity	Regular physical breaks and planned activities to support attention and increase readiness to learn. Outdoor Education as part of every timetable.	1, 2, 3

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

Projected cost: ELSA training; Team Teach, Emotion Coaching, Designated Leader in Mental Health, Mental Health First Aid

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop the emotional literacy of PP pupils enabling them to be ready to learn.	Emotional Literacy Support Assistants (ELSA) trained at Foxfields delivering interventions and sharing expertise	2, 4
Self-esteem/self-regulation and pro social behaviours	The use of daily mindfulness/regulation sessions across the school and therapies to support with self esteem Employment of additional behaviour Mentor to join the behaviour team – delivery of interventions targeted towards pro social behaviours. Behaviour and Pastoral Lead in post who manages x2 behaviour mentors.	1, 2, 3, 4



Home School Liaison	Dedicated staff to work with pupils and families who require support to improve attendance.	4
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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 2023 to 2024 academic year.

End of Year Assessment Data 2023/24

English

Total pupils assessed – 77

- Met target – 87%
- Did not meet target – 13%

Pupil Premium pupils assessed – 44

- Met target – 89%
- Did not meet target – 11%

Maths

Total pupils assessed – 77

- Met target – 87%
- Did not meet target – 13%

Pupil Premium pupils assessed – 44

- Met target – 89%
- Did not meet target – 11%

PSHE

Total pupils assessed – 77

- Met target – 91%
- Did not meet target – 9%

Pupil Premium pupils assessed – 44

- Met target – 93%
- Did not meet target – 7%