

# ***Pupil Premium Strategy Statement***

**2024-2027**



**FOULSHAM  
PRIMARY**

This statement details our school's use of pupil premium (and recovery 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**

<b>Detail</b>	<b>Data</b>
Number of pupils in school	69
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	16/12/2024
Date on which it will be reviewed	01/12/2026
Statement authorised by	<i>Miles Elcock – Federation Headteacher</i>
Pupil premium lead	<i>Emma Bourner – Federation Deputy Headteacher.</i>
Governor / Trustee lead	<i>Mr. T Robinson – Chair of Govenors</i>

## **Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£33 842.00
<b>Total budget for this academic year</b> <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>	£33 842.00

## Part A: Pupil premium strategy plan

### Statement of intent

*Foulsham Primary School's vision to be: '**Excellence, Engagement and Enjoyment for All Children and their Families**' is the ultimate objective for all pupils, but especially and including our disadvantaged pupils. Our ultimate objective is that our disadvantaged pupils will make rapid progress and achieve in line with or above national expectations at every stage of their education whilst at Foulsham, equipping them for successful, happy futures in their next stage of education and for life.*

*Our primary strategy is based on providing high quality teaching which closes attainment gaps across the curriculum for both disadvantaged pupils and the broader pupil population within the school. This primary strategy is strengthened further by more specific, individual and group interventions based on areas for development in our disadvantaged pupils as well as other pupils.*

*Additionally, our pupil premium strategy recognises the distinct context of our school: a small, rurally isolated community. We recognise the importance of having a broad range of life experiences on which new learning can be related to and understood. A key part of our strategy includes the supporting of children to be able to engage in a broad range of inclusive experiences and trips.*

*Our approach is based on educational research showing effective strategies for impact on learning, paired with a detailed understanding of the individual needs of our disadvantaged pupils (and broader school population). Our approach is based on a belief that all children can achieve well at school whether disadvantaged or not and prioritises timely and swift interventions paired with quality teaching more generally.*

### Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations show that some of our disadvantaged pupils are not making expected progress with maths, reading and writing.
2	Assessments and observations show that some of our disadvantaged pupils are not on track to make at least expected outcomes at the end of Key Stage 1 and 2 in maths, reading and writing.

disadvantaged pupils.

3	Assessments and observations show that some of our disadvantaged pupils have social and emotional needs which need addressing to enable them to access the curriculum fully and reach their potential.
4	Observations and discussions show that some of our disadvantaged children are rurally isolated, limiting their life experiences which has been observed to impact on levels of confidence and an understanding of the world to link new learning to.
5	Assessments and observations show that some of our disadvantaged pupils have limited access to technology at home limiting their experience and skill in this key area.
6	Attendance of disadvantaged pupils is lower than non-disadvantaged pupils.

## 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
All disadvantaged pupils are making good progress with reading, writing and maths.	<ul style="list-style-type: none"> <li>Formative assessments show progress being made within and across lessons and interventions.</li> <li>Summative assessments show good progress.</li> <li>Pupils achieve in line with national expectations or above.</li> </ul>
Disadvantaged children achieve expected outcomes or higher at the end of Key Stage 1 & 2 in reading, writing (including grammar, punctuation and spelling) and maths.	<ul style="list-style-type: none"> <li>Formative assessments show progress being made within and across lessons and interventions.</li> <li>Pupils achieve in line with national expectations or above.</li> <li>Pupils are on track to achieve end of Key Stage expectations by the end of the year.</li> </ul>
Social and emotional needs are met and no longer cause a barrier to accessing the full curriculum, learning effectively and lacking confidence.	<ul style="list-style-type: none"> <li>Formative and summative assessment through pupil voice, parent survey, observations show impact.</li> <li>Behaviour records evidence impact.</li> <li>Higher attainment and progress can be seen through pupil work and assessments.</li> <li>Higher levels of engagement seen with breadth of curriculum.</li> <li>Increased resilience observed in pupils.</li> </ul>
Pupils understanding of the world beyond their own individual village is broadened and deepened.	<ul style="list-style-type: none"> <li>Pupil voice shows increased knowledge.</li> </ul>

Pupils confidently use a broader range of technology with confidence and skill.	<ul style="list-style-type: none"> <li>• Pupils' keyboard skills are improved.</li> <li>• Pupils are more confident to use a laptop.</li> </ul>
Attendance of disadvantaged pupils is in line with national non-disadvantaged figures.	<ul style="list-style-type: none"> <li>• No disadvantaged pupils are persistently absent.</li> <li>• All disadvantaged pupils are attending school regularly and have attendance in line or better than national figures.</li> </ul>

## 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: £16 543

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing phonics training in Read, Write, Ink. (Teacher and Teaching Assistant release time £ 760)	EEF research shows the strong impact a focus on phonics can have on closing the gap: <a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1 & 2
CPD focussed on reading comprehension,	EEF research shows the strong impact of a focus on oracy, metacognition and reading comprehension:	1 & 2
metacognition and oracy, including release time for teachers to observe good practice and engage in guided planning, delivering and evaluating of sessions. (£640)	<a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	

<p>CPD to develop maths subject lead and teacher subject knowledge further in mathematics – including attendance at Maths Mastery CPD and especially use of CPA approaches and reasoning. Including release time for teachers to observe good practices and resourcing.</p> <p>(£ 680)</p>	<p>Evidence from the EEF about the effectiveness of a focus on reasoning and metacognition shows impact:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Key-Stage-1/Key-Stage-1-EEF">Improving Numeracy and Literacy in Key Stage 1   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk/Key-Stage-1/Key-Stage-1-EEF">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Metacognition-and-self-regulation/Metacognition-and-self-regulation-EEF">Metacognition and self-regulation   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk/Metacognition-and-self-regulation/Metacognition-and-self-regulation-EEF">educationendowmentfoundation.org.u</a>)</p> <p>Further evidence from the EEF for the impact of mastery learning: <a href="https://www.educationendowmentfoundation.org.uk/Mastery-learning/Mastery-learning-EEF">Mastery learning   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk/Mastery-learning/Mastery-learning-EEF">educationendowmentfoundation.org.uk</a>)</p>	2
<p>Curriculum materials providing effective and ongoing CPD for teachers across the breadth of the curriculum, promoting &amp; enabling parental engagement and homework too.</p> <p>Including: Cornerstones, White Rose materials, Pathways to Write, Pathways to read, Spelling Shed, Times Table Rock Star.</p> <p>(£2 444)</p>	<p>The EEF toolkit shows the impact pf teacher professional development has a strong impact on quality first teaching and therefore outcomes:<a href="https://www.educationendowmentfoundation.org.uk/Effective-Professional-Development/Effective-Professional-Development-EEF">Effective Professional Development   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk/Effective-Professional-Development/Effective-Professional-Development-EEF">educationendowmentfoundation.org.uk</a>)</p> <p>The EEF toolkit is clear as to the impact of parental engagement and homework: <a href="https://www.educationendowmentfoundation.org.uk/Parental-engagement/Parental-engagement-EEF">Parental engagement   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk/Parental-engagement/Parental-engagement-EEF">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Homework/Homework-EEF">Homework   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk/Homework/Homework-EEF">educationendowmentfoundation.org.uk</a>)</p>	1 & 2
<p>Subsidise increase in PPA (planning, preparation and assessment) time for all teachers to aid teacher retention. (£5 558.01)</p>	<p>A broad range of educational research shows the powerful impact a teacher has on learning outcomes for pupils, including John Hattie 2003 ‘Teachers Make a Difference; what is the research evidence?’</p>	1, 2, 3 & 6
<p>Thrive Lead Practitioner time – investing in staff release from across the federation.</p> <p>Cost of release time.</p> <p>(£2,178</p>	<p>Evidence from the EEF Toolkit shows the effectiveness of this as an action: <a href="https://www.educationendowmentfoundation.org.uk/Social-and-emotional-learning/Social-and-emotional-learning-EEF">Social and emotional learning   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk/Social-and-emotional-learning/Social-and-emotional-learning-EEF">educationendowmentfoundation.org.uk</a>)</p>	3 & 6

Continued professional development on quality teaching including: metacognition and explicit instruction and scaffolding. Approach to include peer coaching. (£660)	Evidence from the EEF toolkit shows the effectiveness of these approaches: <a href="https://www.eef.org.uk/eef/what-we-do/our-approaches/metacognition-and-self-regulation">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.eef.org.uk/eef/what-we-do/our-approaches/feedback">Feedback   EEF (educationendowmentfoundation.org.uk)</a>	1, 2,
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Activity	Evidence that supports this approach	Challenge number(s) addressed
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Subsidise the costs of social and emotional interventions including Thrive, Lego therapy, and philosophy approaches. (£3 042)	EEF research shows the impact of SEL interventions in addition to strong school programme: <a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning/">Social and emotional learning   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	2, 3 & 6
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £9 240.99

Subsidise the costs of targeted, small group and 1:1 phonics interventions. (£2 535)	EEF research shows the strong impact a focus on phonics can have on closing the gap: <a href="https://educationendowmentfoundation.org.uk/phonics/">Phonics   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1 & 2
Subsidise the cost of weekly mentoring/homework/reading disadvantaged intervention. (£1 014)	As well as the impact of self regulation and metacognition, this being the focus in the mentor meetings: <a href="https://educationendowmentfoundation.org.uk/metacognition-and-selfregulation/">Metacognition and selfregulation   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 2, 3 & 6
Subsidise cost of maths interventions focussing on pre teaching. (£761)	EEF research shows the impact of such interventions: <a href="https://educationendowmentfoundation.org.uk/mastery-learning/">Mastery learning   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1 & 2
Strategic teaching assistant deployment to support high quality teaching in mixed aged classes enabling individualised curriculum. (£1 888.99)	EEF evidence shows the impact: <a href="https://educationendowmentfoundation.org.uk/individualised-instruction/">Individualised instruction   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 2 & 6

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

Budgeted cost: £10 871

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising of trips and residential visits (including ensuring pupils are appropriately equipped for activities)  (£4 272)	Observations and discussions show that some of our disadvantaged children are rurally isolated, limiting their life experiences which have been observed to impact on levels of confidence and an understanding of the world to link new learning to, limiting their ability to make the most of all learning opportunities.	1, 2, 3 & 4
Subsidising outside provider providing multi cultural dance and experience sessions. (£810)	Observations and discussions show that some of our disadvantaged children are rurally isolated and have less access to experience and understand other cultures. This limits their ability to understand the wider world and grow to be inclusive and empathetic.	4
Purchase of laptops to expand the access disadvantaged pupils have to technology.  (£6 599)	Access to technology is limited for many of our disadvantaged pupils putting them at a disadvantage in regard to their development in this area.	5

**Total budgeted cost: £33, 842.00**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

As a result of the pupil premium strategy disadvantaged pupils made some accelerated progress with the gap being closed.

- All disadvantaged pupils achieved a good level of development at EYFS.
- Disadvantaged pupils achieved in line with non-disadvantaged in phonics outcomes. Those who did not achieve the expected standard made accelerated progress with the gap being closed.
- Disadvantaged pupils in Year 2 made accelerated progress in reading, writing and maths.
- Disadvantaged pupils in Year 6 made accelerated progress because of the pupil premium strategy with the gap for disadvantaged SEND pupils being further closed.

The school has continued to provide free breakfast clubs for all children with a selection of breakfast food available every day. The school has also assisted in sourcing food bank vouchers for vulnerable families including Christmas Hampers from the local food bank.

Pupils have attended regular lunchtime sports clubs run by an external provider at no charge.

Pupils have enjoyed a variety of educational visits including residentials at Eaton Vale near Norwich, Castleton in the Peak District and a day trip to London including a visit to the Houses of Parliament.

The school has sourced a large stock of PE kit, swimming kit and new uniform for disadvantaged families.