Foundry Lane Primary School Pupil premium strategy statement 2024 - 2027

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Foundry Lane Primary School
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Ros Middleton
Pupil premium lead	Em Ervine
Governor / Trustee lead	Cathy Baggott

Funding overview

Pupil premium funding allocation this academic year	£197630
Funding for LAC and Post LAC (including SGO)	£25300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Service children	£680
Total budget for this academic year	£223610

Part A: Pupil premium strategy plan

Statement of intent

Our building blocks for tackling educational disadvantage:

Whole-school ethos of attainment for all

There is a culture of high expectations for all.
There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.
All children are expected to attend school regularly and the school cultivates a sense of belonging.
Leaders, teachers and other adults understand their role within the school's strategy and how to support PPG children.

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning including clear school values that are embedded across the school
The school ensures that all staff adopt a relational approach to supporting the social, emotional and mental health challenges faced by our disadvantaged children
Attendance is monitored frequently with the support of the LA EWO and attendance procedures followed and support offered.
Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality inclusive teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality inclusive teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make good or better progress**.**
All adults are committed to positive engagement to support the learning of disadvantaged pupils.
Professional development is focused on securing strong subject knowledge
Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.
Curriculum is planned 'through the eyes of the disadvantaged' to ensure access for all children.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how developing the whole child impacts on learning.
Personalised plans are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well -being support and interventions that enable them to succeed in their learning across a wide range of subjects.
Learning gaps and misconceptions are identified and addressed in the classroom so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
Transition processes for disadvantaged pupils are carefully planned and implemented.
Tiered Vocabulary is explicitly taught throughout school to allow all children to access the curriculum.

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.
Accelerated progress must lead to higher attainment within milestones, an academic year and key stages.

Clear, responsive leadership

A Strategy Group, which includes senior leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.
Self-evaluation is rigorous and honest.
The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
Resources are targeted at pupils at risk of less than accelerated progress.

Challenges

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

Challenge Number	Detail of Challenge
1	Speech and language deprivation and poor reading skills often impact on progress in all areas of the curriculum
2	Poor attendance and lateness impacting on learning progress
3	Ruptured early development through trauma and ACEs has led to poor social and emotional development which impacts on some pupil's ability to manage emotions, sustain relationships and self-regulate.
4	Less access/exposure to extra-curricular activities and educational experiences such as trips, music lessons and participation in physical activities.
5	Sufficient progress not made in previous years having an impact on self-esteem as well as leaving the children with gaps in their learning.
6	Parents may lack the skills or be unaware of how to support their children's emotional development, mental health and learning at home
7	High proportion of children have poor development on entry and low 'school readiness'

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
Targeted support through High Quality teaching leading to Academic impact	% of PPG children achieving phonic screening in Year 1 and Year 2 to continue to be above national data. Close the in school gap between children eligible for PPG achieving RWM and other non-disadvantaged pupils – disadvantaged pupils to achieve 60% in RWM Increase the attainment of disadvantaged pupils in reading so that it is above national for disadvantaged pupils
Emotional, social and behavioural support to improve learning behaviours, self-regulation and to support mental health.	Attendance of PPG children to be at least in line with national expectations. Disadvantaged pupils with SEMH needs show significant development against their Thrive profile Reduction in use of reflection time for disadvantaged pupils
The most vulnerable children have a curriculum that is adapted and appropriate to their needs**.**	Pupil Voice, child led and 'real life' experiences are used to ensure that disadvantaged pupils have a adapted and appropriate curriculum that meets their needs Pupil voice shows development in self esteem and confidence in learning An increase in the number of PPG children taking part in extracurricular activities and peripatetic music lessons. Early Years outcomes show an improvement in the %ge of disadvantaged pupils that meet GLD

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training to focus on ensuring that teachers can provide high quality targeted support for disadvantaged pupils in lessons	EEF Diagnostic Assessment: Evidence insight shows : Quality First teaching increases progress by +2 Use of mastery approach increases progress by +5	1, 5
Use EEF research to provide staff CPD on effective deployment of additional adults flexibly in order to build effective learning behaviours and target quality first teaching	EEF research 'Making best use of teaching assistants' shows that a fixed 1:1 model does not result in improved progress and that when used flexibly in order to enable teachers to target groups of pupils catch up and build independence and learning skills 'catch up' is more rapid	1,5
SLT to use structured coaching programmes to coach identified key staff in effective strategies for supporting learning and building independence		
AL and PPG lead to ensure there is clear, systematic analysis of gaps in understanding for PPG and SEND children using effective Teacher assessment data and pupil progress tracking	Visible Learning by John Hattie Formative Evaluation is ranked 3rd and 4th in term of effectiveness of interventions for when progress is slowed - Sir John Dunford (former National Pupil Premium Champion).	1,5
Pupil Progress meetings to effectively identify needs of PPG children not on track	EEF recommends: Identifying main barriers to learning, Engaging with Parents and Carers and Training all staff.	1,5
Whole staff CPD to include opportunites (e.g Spring Term teaching Sprint) to develop effective strategies for retrieval practice	Evidence on impact on retrieval practise from EEF Diagnostic Assessment Evidence Insight, Edu twitter network and Chartered College of Teaching.	1,5

Core subject leader monitoring to focus on adaptation of tasks and quality first teaching for disadvantaged children	EEF Diagnostic Assessment: Evidence insight shows : Quality First teaching increases progress by +2 Use of mastery approach increases progress by +5	1,5
Review of Foundry Lane Learning Policy and Curriculum to focus on ensuring that the curriculum is structured effectively over time based on a clear knowledge of how pupils learn	EEF Diagnostic Assessment: Evidence insight shows : Quality First teaching increases progress by +2 Use of mastery approach increases progress by +5	1,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of targeted pathways to support children below ARE. Includes use of booster phonics groups in Year 1, additional reading materials to support early reading, reading eggs, maths seeds and catch up numeracy	EEF Diagnostic Assessment Evidence Insight shows: 1:1 teaching shows progress of +5 Individualised Instruction shows progress of +4 Micro teaching shows progress of +4 Small group tuition show progress of +4	5
Additional reading practise in year 4 and access to 'Widgit' to support children in receipt of PPG with developing early language and reading fluency		5
Pupil Voice, child led, 'real life' and 'Philosophy for Children' (P4C) experiences are included in the curriculum giving children the opportunity	EEF Diagnostic Assessment Evidence Insight shows: Collaborative Learning Approach show progress of +5	5,7

to collaborate and practice thinking creatively and critically. The most vulnerable children have a curriculum that is adapted and appropriate to their needs.		
Bought in SALSA (speech and language support assistant) time from local authority in order to support speech and language programmes targeted at early intervention and modelling social communication skills	EEF report 'Supporting Communication and Language in the Early Years'	1,7
Year R to use small group interactive reading, teaching through collaborative talk and 'attention bucket' strategy in order to address communication needs of disadvantaged pupils	EEF report 'Supporting Communication and Language in the Early Years'	7
Provision of additional TA time in targeted year groups linked to providing learning interventions.	EEF Diagnostic Assessment Evidence Insight shows: 1:1 teaching shows progress of +5 Individualised Instruction shows progress of +4 Micro teaching shows progress of +4	5
30 Minutes weekly additional access to class teacher linked to learning	EEF Diagnostic Assessment Evidence Insight shows: 1:1 teaching shows progress of +5 Individualised Instruction shows progress of +4 Micro teaching shows progress of +4	5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of 2 trained ELSAs so that planned programme of Elsa sessions can be provided for those children requiring additional support.	EEF Diagnostic Assessment Evidence Insight shows: Social and Emotional Interventions show progress of +4	3,5,6,7
ELSAs to engage with parents to create effective home school links and support parents with developing strategies for supporting emotional mental health and learning in the home		
Prioritise MHST support for PPG families		3,6
Monitor and track parental engagement in homework, parents evenings and wider parenting opportunities		3,6
Outdoor learning prioritised to allow access to creative learning and exploration.	EEF Diagnostic Assessment Evidence Insight shows: Behavioural Interventions show progress of +4 Metacognitions and Self Regulation shows progress of +4	3,7
PPG Lead/ Parent Partnership Co-ordinator to plan opportunities to support families (e.g coffee morning) and provide learning opportunities for families	EEF Diagnostic Assessment Evidence Insight shows: Social and Emotional Interventions show progress of +4	3,6
Collaborative work with EWO targeting vulnerable children who are at risk of becoming/are persistently absent	Recommended by Gov.UK on efficient use of Pupil Premium funding.	2
All staff to be trained in use of relational approaches and emotion coaching in	EEF Diagnostic Assessment Evidence Insight shows:	3

order to support pupils in building effective learning behaviour Using Thrive assessment model to plan targeted interventions to support emotional development of disadvantaged pupils	Metacognitions and Self-Regulation shows progress of +4 Social and Emotional Interventions show progress of +4	
Identify barriers for disadvantaged pupils attending extra curricular activities. Prioritise placements for after school clubs for at least 25% PPG pupils	EEF Diagnostic Assessment Evidence Insight shows: Arts Participation shows progress of +3	4
Support for children in receipt of PPG funding to enable access to school trips and visits.	EEF Diagnostic Assessment Evidence Insight shows: Arts Participation shows progress of +3	4

Foundry Lane Primary School

Part B: Review of outcomes in the previous academic year

Challenge	Intended outcome	Success criteria	Review
1	Targeted support through High Quality teaching leading to Academic impact	% of PPG children achieving phonic screening in Year 1 and Year 2 to continue to be above national data. Close the in-school gap between children eligible for PPG achieving RWM and other non-disadvantaged pupils – disadvantaged pupils to achieve 60% in RWM Increase the attainment of disadvantaged pupils in reading so that it is above national for disadvantaged pupils	End of KS2 data from 2024 shows that 43% of disadvantaged children met EXS in RWM combined, in comparison to 45% nationally At KS2, the school has experienced a change in the upward trend this is largely due to the high level of SEND children that are also PP. Data for children receiving PPG without SEND shows that the gap of 1% in combined results has stayed the same. The predicted results for the current Yr 6 are 53% combined, 69% reading, 66% writing, 69% maths. *NEXT STEPS:* *Continue using HQIT to meet the needs of children* *Adaptation of task identified on SIP - investing in school wide CPD to ensure all staff can effectively adapt the learning to support every learner.* 90% of disadvantaged children passed the phonic screening in Yr 1. This is a continued upward trend - phonics is taught effectively to support the learning of all.
2	Emotional, social and behavioural support to improve learning	Attendance of PPG children to be at least in line with national expectations.	Attendance of children in receipt of PP is inline with national data for PP. It is currently 92% with a gap of 2%. There is a small improvement on previous year

	behaviours, self-regulation and to support mental health.	Disadvantaged pupils with SEMH needs show significant development against their Thrive profile Reduction in use of reflection time for disadvantaged pupils	when the difference between disadvantaged and non-disadvantaged was 3.5% NEXT STEPS: to continue investing in support through Education Access Officer. Thrive interventions are having positive impact. !00% of children using Thrive interventions have made progress. NEXT STEPS: To continue to invest in Thrive and ensuring Licensed Practitioners attend regularly training. Relational Policy was introduced in 24-25. Staff are consistently following the processes outlined within the policy. Data shows that there is an increase in all groups of children receiving reflection time. Comparably, 54% of all reflections have been issued to children receiving PP, although looking at children who have attended more than one reflection, 30% of this group are children in receipt off PP, 100% of whom have SEMH needs. IMPACT: restorative conversations, emotional coaching and a relational approach are supporting children in their understanding of how to approach challenges differently.
3	The most vulnerable children have a curriculum that is adapted and appropriate to their needs.	Pupil Voice, child led and 'real life' experiences are used to ensure that disadvantaged pupils have a adapted and appropriate curriculum that meets their needs	Introduction of PATHS has meant that children are talking confidently about recognising their emotions and can explain strategies to support their uncomfortable feelings. This is shown in a decrease in the number of serious incidents reported. Pupil conferencing has outlined that children are building confidence to manage their feelings effectively.

		Pupil voice shows development in self esteem and confidence in learning An increase in the number of PPG children taking part in extracurricular activities and peripatetic music lessons. Early Years outcomes show an improvement in the % of disadvantaged pupils that meet GLD	NEXT STEPS: To continue to invest in the PATHS scheme and to continue to add to the resources. ELSA: 100% of children have made progress from their baseline through the Understanding Myself programme. *NEXT STEPS: ELSA support to continue, with investment in continuing the CPD/supervision to keep ELSA knowledge current*. Stubbington residential 2024– small intake across the whole year with only 36% of the cohort attending. Within this cohort 33% of PP children attended the residential. Comparably, in 2025, 60% of PP children attended the residential. Hooke Court in 2024 was attended by 58% of PP children. 43% of children receiving PP in EYFS met GLD. Although this is a 7% decline on the previous year, 100% of children receiving PPG without SEND made GLD. 63% of the children who did not make GLD had Speech and Language difficulties. *NEXT STEP: The school needs to continue working with external agencies to support development language and communication delays and continue using inclusive strategies to support the speech and language needs.*