

Pupil premium strategy statement – Foley Infant Academy

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

Detail	Data
Number of pupils in school	143
Proportion (%) of pupil premium eligible pupils	8.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Jimmy Martin, Headteacher
Pupil premium lead	Jimmy Martin, Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29026
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£29026

Part A: Pupil premium strategy plan

Statement of intent

As a school we serve a diverse socio-economic community, with pupils from both the least deprived centiles to the most deprived 30% nationally. Our ultimate goal to reduce the disparity of opportunity between these two pupil groups, working towards giving each pupil who leaves our school a similar diet of experiences and academic achievement. All pupils deserve an outstanding teaching diet, with the quality of teaching and learning being a priority for all pupils and key to ensure the success of disadvantaged pupils.

Our strategy aims toward achieving these objectives by seeking to continually improve their diet of learning at Foley Infant Academy to ensure it is never less than good and continually progressing towards being outstanding.

Quality teacher development is central to improving opportunities for disadvantaged pupils, ensuring excellent learning opportunities support strong progress in school. Second to this is the use of targeted support, with more bespoke intervention and tutoring to address specific areas for development or misconceptions.

For pupils who are disadvantaged and are also SEND, this bespoke and small step support is deployed to ensure good progress from their starting points, measured on a well utilised assessment system.

Finally, our strategy aims to reduce the disparity in opportunity for pupils, ensuring pupils have opportunity to access sports, music and the arts across the year through extra-curricular activities. Through funding wrap around provision and experiences such as trips and residential closing the cultural capital gap between our least and more disadvantaged pupils.

The key principles that guide this plan are:

- *A focus on developing pupil's cultural capital is essential in developing future opportunity.*
- *Quality teacher development is the key to unlocking pupil achievement and progress.*
- *Targeted intervention support is essential to close specific gaps.*

Challenges

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

Challenge number	Detail of challenge
1	Some PP children across the school attainment is below that of their peers and they need intervention to make rapid and sustained rates of progress in order to at least achieve ARE by the time they leave
2	Pupil Premium children with SEND attainment is lower than their non pupil premium peers.
3	Some PP children across school have less access to wider opportunities and enrichment in comparison to their peers.
4	Healthy bodies and healthy minds are a priority, developing a holistic approach to pupil development – both academic and personal.

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
Close the gap of PP children and their non-pp peers throughout the school via quality first wave teaching	<ul style="list-style-type: none"> The percentage of disadvantaged pupils who make expected or better progress from the end of EYFS to the end of KS1 in Reading, Writing and Maths is above national and improving year on year To reduce the gap between progress measures for disadvantaged and non disadvantaged pupils in all year groups
Close the gap of PP children and their non-pp peers throughout the school via targeted intervention	<ul style="list-style-type: none"> The percentage of disadvantaged pupils who make expected or better progress from the end of EYFS to the end of KS1 in Reading, Writing and Maths is above national and improving year on year To reduce the gap between progress measures for disadvantaged and non disadvantaged pupils in all year groups
Close the gap of PP and their non – PP peers achieving greater depth across school.	<ul style="list-style-type: none"> The percentage of disadvantaged pupils who make expected or better progress from the end of EYFS to the end of KS1 in Reading, Writing and Maths is above national and improving year on year To reduce the gap between progress measures for disadvantaged and non disadvantaged pupils in all year groups

Access to wider curriculum activities & opportunities available to peers	Children will participate in wider curriculum opportunities, including residential experiences, after schools provision and sporting activities. Equipment and clothing support will be provided to ensure barriers are removed in attending experiences. Children will be offered subsidised wider curriculum experiences, including first refusal opportunities.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Pupil premium pupils have the opportunity to further develop their wellbeing through physical and mental strategies.

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: £ 19000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality CPD opportunities for subject leaders, focussing on deployment and use of technology to support, scaffold, inspire and provoke high quality curriculum outcomes.</i> <i>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</i>	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” - EEF	1,2
<i>Purchase quality curriculum resources for pupils</i> <i>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</i>	Evidence and experience in school shows the importance of furnishing school with resources to enhance our curriculum offer, especially the purchase of quality reading materials to promote attainment and a love of reading. EEF Reading comprehension strategies +6months	1,2
<i>Support teaching across the school through DHT non-contact time.</i>	Utilising skills and expertise of expert teachers to work alongside, collaborate and develop teacher efficacy. This will support key improvement	1,2

<i>Mentoring and coaching</i>	objectives, including challenge for more able, assessment for learning and feedback. EEF Focus on develop feedback +6	
<i>Developing high quality writing outcomes in school. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</i> <i>We will purchase resources, training materials and fund ongoing teacher training and release time.</i> <i>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</i>	<i>Supporting pupils written skills and progress, ensuring pupils are confident, accurate and can express themselves effectively in school.</i>	
<i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</i> We will fund teacher release time to embed key elements of guidance in school and to access maths support across the MAT and beyond.	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Replenish reading resources in school to update current provision providing targeted support for lower attaining pupils across school.</i> <i>Interventions to support language development, literacy, and numeracy</i>	EEF Reading Comprehension Strategies +5 Reading comprehension strategies have a strong evidence base that indicates a positive impact Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5026

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider enrichment opportunities e.g. clubs, school trips	https://www.suttontrust.com/wp-content/uploads/2020/01/Extracurricular-inequality https://www.suttontrust.com/wp-content/uploads/2020/01/Extracurricular-inequality-1.pdf 1.pdf	3,4
Resources to support basic needs, attendance and engagement in learning.	In-house evidence supports the need for school to fund and support with: <ul style="list-style-type: none"> • Milk • Uniform • Wrap around provision Offsite visits	

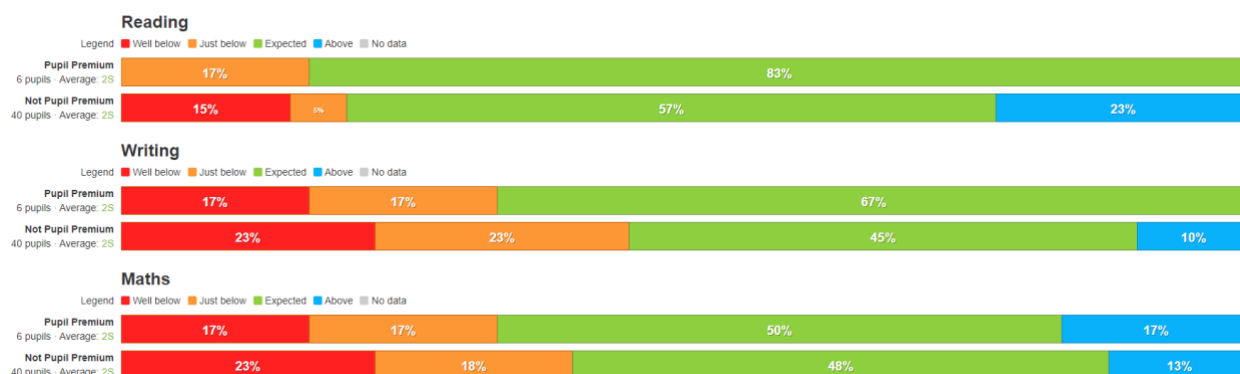
Total budgeted cost: £ 29026

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Close the gap of PP children and their non-pp peers throughout the school

Over 2023-2024, outcomes at KS1 for PP are in line with their peers overall at the expected standard. In Maths, PP are also inline for greater depth with their non PP peers.



Across KS1, gap closing with evident in writing. Analysis of EYFS data does show an attainment gap, however, only 2 pupils out of a total of 44 were PP, both of which are identified as having additional needs.

A continued focus on quality of teaching, CPD and support remains a priority for 2023-2024, alongside the continued curriculum development as the school moves to mixed KS1 classes.

Attendance

Attendance improved for all pupil groups to 97.8% with PP attendance just below at 94.4.% Persistent absence as a pupil group remains higher for PP children at 37.5% compared to 9.8%. Pupil level analysis of these 9 pupils shows that there were some specific SEND, Medical or other significant circumstances which affected 4 pupils attendance.

Forest School Provision

Forest school provision continues to develop in school, with children accessing the provision on a regular basis. The additional resources have enabled a higher quality of provision, improving pupil communication, wellbeing, fine and gross motor skills.