

Fosse Way Academy Pupil premium strategy statement 2024-2027

2024-2025 Review - October 2025

This statement, for the academic years 2024-2027, 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	529 inc Nursery 481 not inc Nursery October 24: 524
Proportion (%) of pupil premium eligible pupils	October 25 27.3% (143 children)
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)	September 2024 - September 2027
Date this statement was published	September 2024 Reviewed October 2025
Date on which it will be reviewed	Autumn 1 2026
Statement authorised by	Rob Cowling
Pupil premium lead	Rob Cowling
Governor / Trustee lead	Anna Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2025 - £206,708
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£182,848 2025 : £206,708

<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>	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide all pupils, irrespective of their background or the challenges they face, with a broad, balanced curriculum which allows them to achieve high attainment and make good progress. Quality first teaching is central to our approach as it has been proved to have the greatest impact on closing the attainment gap whilst also benefiting non-disadvantaged pupils.

We acknowledge the barriers to learning faced by both disadvantaged and vulnerable pupils and will identify the specific needs of groups and individuals via diagnostic assessments, relationships with families and on-going observations and knowledge of the children. This information will be used to plan and provide targeted provision and intervention (both pastoral and academic) to enable all children to achieve their goals; regardless of their background, personal challenges and starting points.

Our strategy plan will ensure that all children have access to quality first teaching and relevant targeted support. Provision will be responsive to the changing needs of our children and our school to ensure:

- teaching and learning includes an appropriate level of challenge and meets the needs of all children*
- all children, regardless of their background and personal challenges, make good progress*
- staff receive relevant training to enable them to provide high quality support and intervention*
- all staff are aware of the individual needs of the pupils they work with*
- swift intervention (pastoral and academic) is provided when the need arises*

Challenges

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

Challenge number	Detail of challenge
1	Emotional and behavioural needs of some disadvantaged and vulnerable children are a barrier to learning. These needs are becoming increasingly apparent.

2	Phonics and reading development PP Attainment for the academic year 2023-24 remains below that of their peers and/or the NA in all year groups except current Y6 and is significantly below in year 3. 2024/25 Phonics Screening results - 83.3% PP children passed the Phonics Screening in Year 1, compared to 80% of non PP. The attainment of pupils at Year 1 in the Phonics Screening check for PP pupils was above that of their non PP peers. KS1 SATs - 73.9% of PP pupils met the expected standard compared to 73.6% of non-PP pupils. 2024/25 KS2 Reading PP children performed below their peers with only 76.7% PP children achieving EXP compared to 82.2% of non pupil premium
3	Writing Development Pupil premium attainment and progress in writing in several year groups is lower than that of their peers. Attainment at the end of Summer 2024 was as follows, with these percentages of PP children achieving expected or above Year 1 PP: 57% and all 59% Year 2 PP: 47% and all 49% Year 3 PP: 33% and all 63% Year 4 PP: 57% and all 59% Year 5 PP: 57% and all 60% Year 6 PP: 56% and all 67% Attainment gap is too pronounced. Percentage of pupil premium children achieving age related expectations in writing is 51.5% (Non-disadvantaged peers = 59.6%). EYFS 2024/2025 Only 56.3% PP met ELG for Writing (9 out of 16 met), compared to 72.5% of non - PP (29 out of 40 met). KS1 SATs 69.6% of PP pupils met the expected standard compared to 70.6% of non-PP pupils. KS2 2024/2025 66.7% PP working at expected or above in writing (compared to 77.8% of non pp).
4	Maths Development

	Pupil premium attainment is below the attainment of their peers in the majority of year groups, with the exception of year 5. 2024-2025 EYFS - 43.8% PP met ELG for Maths (7 out of 16 met), compared to 77.5% of non - PP (31 out of 40 met). KS1 SATS 73.9% of PP pupils attained the expected standard compared to 79.4% of non-PP pupils. KS2 – PP children out performed their non-pp peers (76.7% achieved {23 out of 30} expected compared to 73.3% {33 out of 45}) PP eligible pupils attaining the expected standard at KS2 SATs increased by 12.7% from 2023-2024 compared to an increase of 2.7% for non-PP peers.
5	Attendance Although attendance of disadvantaged children has been above 94% for the last two academic years, their attendance is slightly below that of their peers. Sept 24-July 25: Trend continues: Pupil premium eligible attendance was slightly lower than their non pupil premium peers (93.4% compared to 95.3%)
6	Oracy and language development <u>Language and vocabulary gaps</u> Assessments show that many disadvantaged pupils enter school with lower starting points in language and vocabulary, which can limit their confidence and progress across the curriculum. 2024-2025 Drawing Club and Talk Through Stories were introduced to provide structured opportunities for developing oral language in the Early Years, expanding vocabulary, and building communication confidence.

7	Lack of experiences that build cultural capital. Through observations, discussions and our knowledge of our pupils, it is evident that there is a disparity between the opportunities they have to build their cultural capital. 2024/2025: 75% of PP eligible children didn't achieve a GLD (12 out of 16 pupils), compared to 40% (16 out of 40) of non pupil premium children. The attainment gap was particularly significant in the areas of word reading and comprehension, listening and attention, writing, number, and numerical patterns. Our provision has changed to more fully meet the needs of our pupils in EYFS based on the needs of the pupils we teach. We have validated this approach through engagement with the LA's Early Years Team through the Notice, Reflect, Respond programme. Staff in the EYFS base are signed up to several training programmes to strengthen understanding and skills in the key areas of the EYFS curriculum.
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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
To have provided relevant social, emotional and behavioural support to disadvantaged children and their families so that children are ready to engage with their learning fully and make suitable progress. <i>July 2024 - Although attainment for PP remains below that of their peers and/or the NA in all year groups except Y5, progress measures in most areas are in line with or stronger for PP children therefore the gap is closing or not widening and we need to continue with this trajectory.</i>	Disadvantaged children are actively engaging in their learning and are able to use a range of strategies to manage their emotions and behaviour.
Improved phonics and reading attainment	The percentage of disadvantaged pupils achieving the expected standard in reading and phonics increases across the school. Year 1 phonics outcomes show that disadvantaged pupils have made accelerated progress from their starting points KS2 reading outcomes show that disadvantaged pupils will have made accelerated progress from their starting points 2024-2025 83.3% of PP children passed their phonics screening, compared to only 80% of non pp
Improved maths attainment for disadvantaged pupils.	Maths outcomes will show accelerated progress and will be more in line with attainment of their peers.

	2024-2025 RWM: 56.7% PP (62.2% non pp).
To improve attendance levels for disadvantaged pupils	Attendance of disadvantaged pupils has improved and is sustained over the period of this strategy plan. The attendance gap between disadvantaged pupils and their peers has reduced. 2023-2024 : 94.3% FSM children (95% peers) 2024-2025 : 95% FSM (95.9%)
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language and language comprehension amongst disadvantaged pupils. 2025- All children across school will benefit from our investment in the Voice 21 initiative.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £74,973

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further investment in resources and training in our DFE validated systematic synthetic phonics scheme (RWI). This includes an increased offer of Fresh Start for KS2 focused on children requiring additional provision. - Phonics Lead Training Package - Additional time and money invested in training (including teaching assistants) - Provision of regular coaching for staff.	Phonics has a very positive impact on pupil development (+5months). The EEF state this is with extensive evidence and is an important component of early reading skills, particularly for children from disadvantaged backgrounds.	2, 3
Investment in technology, associated software and training to maximise its impact. Continued investment in one to one iPads for KS2. Investment in software such as Learning by Questions and Times Tables Rockstars which give real-time feedback and useful data to inform teachers. Provide staff with training regarding best use. 2025- invested in Cherry Tree Curriculum for our SEND learners and utilising the Cherry Tree tracking system.	Our use of technology has been carefully planned to maximise its impact in line with the EEF guidance on using technology to improve learning. One to one iPad deployment and the use of the Google Suite proved to be a vital element of our remote learning provision and is also fully embedded into the teaching and learning approach used in KS2. Training is provided to new staff. Software such as Learning by Questions gives pupils access to immediate feedback and gives teachers and support staff real time data which allows swift intervention and additional challenge. According to the EEF, effective feedback can have an impact of 6 months on learning.	1,2,3,4 and 6
Enhance reading and writing teaching and curriculum planning in line with EEF guides. Training by LEAD Equate for English subject lead with reading for pleasure and writing focus.	The EEF guides regarding Improving Literacy in the Early Years, Key Stage 1 and Key Stage 2 are based on the best available evidence to provide clear recommendations.	2, 3 and 6

English lead to work with Curriculum development lead, NC and team leaders to refresh writing curriculum planning. Twilight training with English consultant to develop writing provision across KS2 Monitoring and support provided by subject lead and SLT. Fred's Reading program to be fully embedded. <i>New approach to reading comprehension embedded. Development of reading team, provision of staff training and purchase of required materials.</i> <i>2025 – Fred's reading is completely embedded across school</i>		
Enhance maths teaching and curriculum planning in line with EEF guides. Fund subject leader and teacher release time for training and to attend the maths hub. Training to be based on identified needs as the year progresses. <i>Staff training regarding problem solving and reasoning approaches (Gareth Metcalf new resources)</i>	The EEF guides regarding Improving Mathematics in the Early Years, Key Stage 1 and Key Stage 2 are based on the best available evidence to provide clear recommendations.	4
2024-2025 Staff Training on Fosse Way Teaching principle 4,5 and 6 (Classroom practice,	Fosse Way Teaching principles work is informed by the best available research and outline what excellent teaching and learning look like in our school.	1,2,3,4 and 6

adaptive teaching and assessment) 2025- 2026 Staff Training on Fosse Way Teaching principle 7 and 8 (Managing behaviour and professional behaviours).	According to the EEF, the potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.	
Attendance	According to the EEF's <i>Attendance Interventions Rapid Evidence Assessment (2022)</i>, there is promising evidence that parental engagement approaches, together with responsive, individualised interventions that address each pupil's specific barriers, can lead to improvements in attendance among school-aged children	5
Oracy	Oracy Skills and Academic Success: Developing strong oracy skills is crucial for academic achievement. The EEF's evidence indicates that oral language interventions can have a positive impact, particularly in primary settings, with an average effect size of +6 months in learning outcomes. These interventions are especially beneficial for disadvantaged pupils, helping to close the attainment gap.	6

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

Budgeted cost: £63,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional phonics sessions targeted at the lowest 20% of pupils in YR - Y4</i>	EEF evidence suggests small group tuition can have a positive impact of 4 months. Phonics has a very positive impact on pupil development (+5months). The EEF state this is with extensive evidence and is an important component of early reading skills, particularly for children from disadvantaged backgrounds. 2025 – 1:1 Phonics Intervention for lowest 20% in all Reception and KS1 classes continues. September 2025 – Phonics Bucket time has been introduced to our SEND learners who access the Hive.	2

<i>Designated TA in the afternoons to deliver the Fresh Start RWI program for UKS2 children</i> 2024 – 2025 : Fresh Start continues for children in KS2 who need it. LR delivers the intervention every afternoon.	EEF trial of RWI Fresh start reported that there is some evidence that pupils eligible for free school meals may have particularly benefited from the programme, making an average of 3 months' additional progress in reading.	2
Continued focus on our oral language provision in EYFS. Initially, this will be through RWI's 'Talk Through Stories' Staff to be allocated time to lead initial assessments and the intervention itself. 2024 – 2025: Talk through Stories and Drawing Club was implemented across both Reception classes and has continued into this academic year.	EEF evidence suggests that oral language interventions can have a positive impact of 6 months.	6
Restructuring of teaching assistants roles to maximise use of expertise and provide targeted intervention outside of the classroom. Training to be provided to ensure high quality provision. 2024 –2025 2 newly appointed members of staff deliver Reading Fluency Project interventions across KS2 every afternoon.	Teaching assistant intervention can have a positive impact of up to 4 months. EEF evidence suggests small group tuition can have a positive impact of 4 months.	1,2,3,4 and 6
Technological Support One to one device allocation for all KS2 pupil premium children.		

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

Budgeted cost: £68,213

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing behaviour support – staff and parents E.g: - 1, 2, 3 Magic training for EYFS staff and parents - Kids’ Skills training - Restorative approaches - Team Teach As well as new training for all staff, targeted training will be provided to newly employed staff, too.	Having identified an increasing need for behaviour and emotional support in school, we have implemented relevant training. This need is increasing in the home as well as at school and, having previously offered parent workshops as the need arises, a universal offer will now be made to all parents as children enter the EYFS. EEF evidence suggests that behaviour interventions can have a significant impact on children’s learning (+4months). Parental engagement can have an impact of 4 months. EEF evidence highlighted the extensive evidence associated with childhood social and emotional skills with improved outcomes in later life.	1 and 5
Pastoral team Continued investment in training for our pastoral team which will up skill staff and enable them to further support pupils and parents. E.g: ELSA. Lego Therapy, self-regulation, emotional support, mentoring etc.	EEF evidence suggests that behaviour interventions and social and emotional learning can have a significant impact on children’s learning (+4months). Parental engagement can have an impact of 4 months. EEF evidence highlighted the extensive evidence associated with childhood social and emotional skills with improved outcomes in later life.	1 and 5
Attendance Attendance monitoring and conferences. Support offered by FSW / SLT/pastoral team to family and child (focus to identify and remove the barriers). Embed principles of good practice as set out in DFE advice. Increased focus on children who are persistently absent. - further development of tracking and	DFE guidance. From our own experience, building relationships with families, identifying barriers to attendance and offering support to remove barriers (e.g. wraparound provision, emotional / well-being support etc) is key if we are to improve attendance. Policy and practice in line with current guidance. <i>According to the EEF’s Attendance Interventions Rapid Evidence Assessment (2022), there is promising evidence that parental engagement approaches, together with responsive, individualised interventions that address each pupil’s</i>	Primarily 5 but also 1,2,3 and 4

<i>prompt intervention and support.</i> <i>Adoption of Arbor MIS will further support monitoring of attendance.</i>	specific barriers, can lead to improvements in attendance among school-aged children	
External agency support Ensure access to relevant external agencies when the need arises (Educational psychologist, BOSS, WTT counselling, play therapy etc).	EEF evidence suggests that behaviour interventions and social and emotional learning can have a significant impact on children's learning (+4months). Parental engagement can have an impact of 4 months. EEF evidence highlighted the extensive evidence associated with childhood social and emotional skills with improved outcomes in later life.	All
Enrichment and development of cultural capital Funding available to provide enrichment opportunities and financial support for disadvantaged pupils. This will include: - STEM activities - Educational visits - Residential visits - Music tuition - School uniform - Provision of resources and age appropriate high quality texts for children to access at home. - Additional extra-curricular clubs and activities funded by school for pupil premium children.	Arts participation can have a positive impact of 3 months according to the EEF. EEF guidance: Guide to the Pupil Premium.	All
Contingency fund for unexpected arising needs	Based on our experiences and those of schools similar to ours, we have identified a need to set aside a small amount of money	All

	to allow us to respond quickly to needs that have not yet been identified.	
Oracy	Oracy Skills and Academic Success: Developing strong oracy skills is crucial for academic achievement. The EEF's evidence indicates that oral language interventions can have a positive impact, particularly in primary settings, with an average effect size of +6 months in learning outcomes. These interventions are especially beneficial for disadvantaged pupils, helping to close the attainment gap.	6

Total budgeted cost: £206,611

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Key stage 2 Comparative Report

This information allows you to compare your child's performance at the end of key stage 2 with the attainment of other year 6 pupils in our school and across England.

Subject	Percentage of pupils achieving the expected standard: school	Percentage of pupils achieving the expected standard: nationally	Average scaled score: school ¹	Average scaled score: nationally
English reading	80%	75%	106	106
English grammar, punctuation and spelling	76%	72.6%	106	105
Mathematics	74.7%	74%	104	105
English writing (teacher assessment)	73.3%	72.2%	N/A	N/A
Science (teacher assessment)	90.7%	81.6%	N/A	N/A

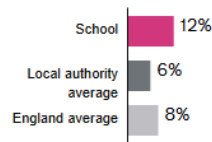
Pupils meeting expected standard in reading, writing and maths ?

[View as table](#)



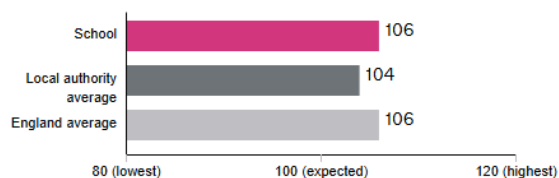
Pupils achieving at a higher standard in reading, writing and maths ?

[View as table](#)



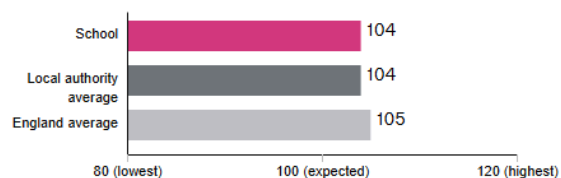
Average score in reading ?

[View as table](#)



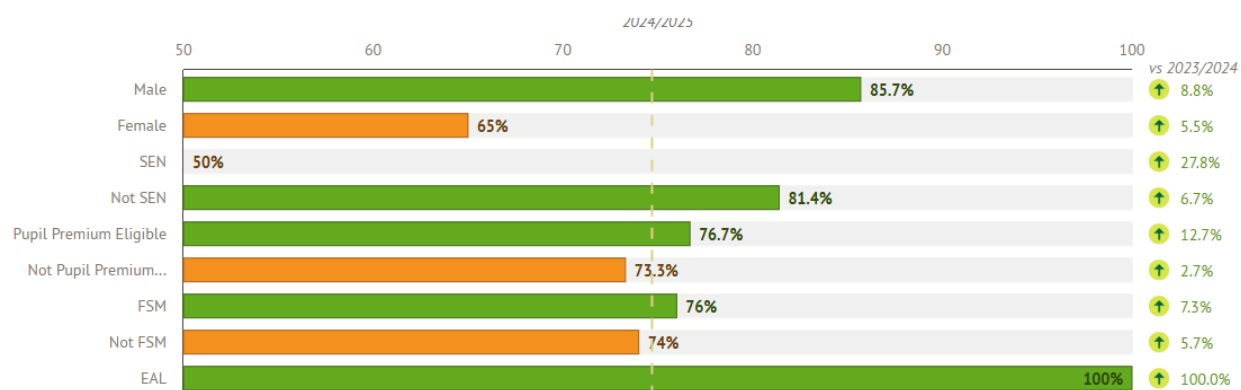
Average score in maths ?

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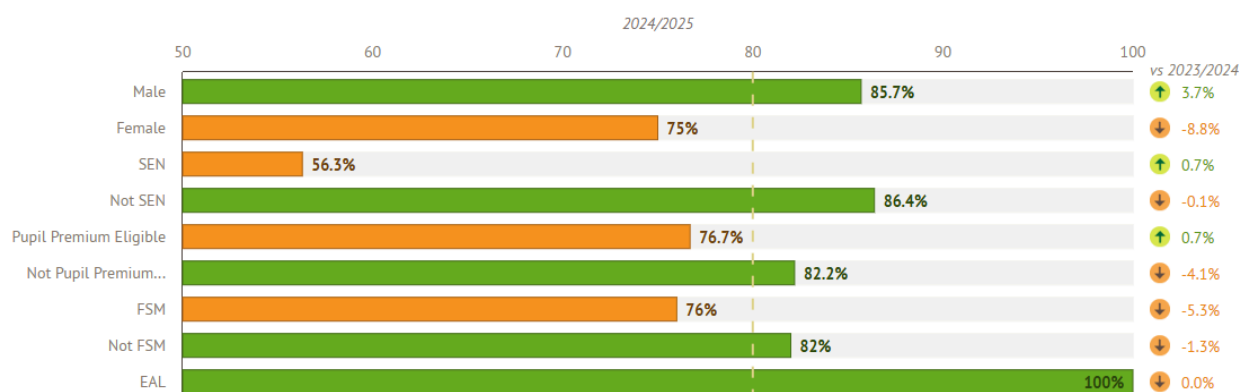


	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	26	5514	444604
Percentage of pupils meeting the expected standard in reading, writing and maths	58%	66%	69%
Percentage of pupils achieving at a higher standard in reading, writing and maths	12%	8%	11%
Average score in reading	105	106	107
Average score in maths	104	105	106

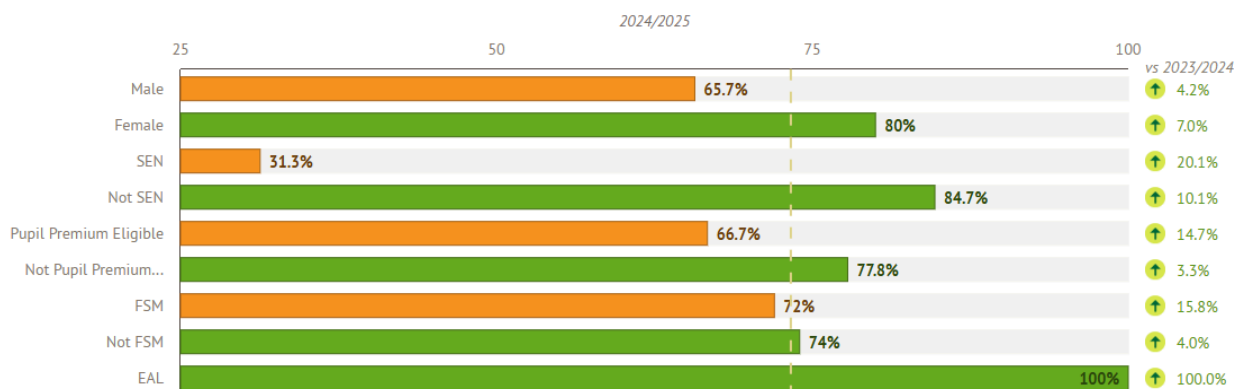
Key Stage 2 Maths SAT Results - Demographic Comparisons



Key Stage 2 Reading SAT Results - Demographic Comparisons



Key Stage 2 Writing SAT Results - Demographic Comparisons



- In all subjects for the KS2 SATs, the disadvantaged pupils improved in 24/25 when compared to 23/24 - particularly in Maths and Writing.
- In the last 2 years, the school's results in Reading have improved significantly for all pupils, but the rate of improvement for our disadvantaged pupils has not been so great.
- The implementation of our new Management Information System has made attendance tracking much easier and more sophisticated. Alongside training for staff and the increased use of Fixed Penalty Notices, our attendance figures remain strong.
- Our results in the EYFS were disappointing for our disadvantaged pupils with only 25% (4 out of 16 Pupil Premium Eligible pupils) and 14.3% (2 out of 14 Free School Meal eligible pupils) achieving a Good Level of Development. Since there was significant upheaval and change within this phase of school, we are confident that the changes we have made to the EYFS curriculum will have a significant impact on results.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
<i>Times Table Rockstars</i>	<i>Maths Circles Ltd</i>
<i>Learning by Questions</i>	<i>Learning by Questions</i>
<i>Read, Write, Inc.</i>	<i>Ruth Miskin Training</i>
<i>White Rose Maths</i>	<i>White Rose Maths</i>
<i>Epic!</i>	<i>Epic Creation</i>
Fred's Teaching	Fred's Teaching - Online Resource

<i>Number Sense</i>	<i>Number Sense Maths Ltd</i>
Voice 21 Project	Oracy Cambridge
Reading Fluency Project	LEAD Equate
Cherry Tree Curriculum	Tapestry