Pupil Premium Strategy Statement Foxfield School

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 2026/2027.

School Overview

Detail	Data
Pupils on role	249
% of pupils eligible for pupil premium	51.8% (129 pupils)
Academic year/years that our current pupil premium strategy plan covers	2026/2027
Date this statement was published	September 2026
Date this statement will be reviewed	July 2027
Statement authorised by	Becky McBride, Headteacher
Pupil premium lead	Becky McBride, Headteacher
Governor Lead	Steve Williams, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation for 2026/2027	£119,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year 2026/2027	£117,665

PART A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of;

- Academic attainment
- Reduce barriers to learning
- progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focused on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all. In addition, there will be an overall focus on reducing barriers to learning including; communication, sensory and reflex integration and supporting mental health.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic.

Our strategy will be driven by the needs and strengths of each pupil, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

	Detail of challenge
1	Pupils' mental health and wellbeing dramatically impacts on their academic progress. This is more evident in our disadvantaged pupils and often creates a barrier to learning.
2	Many of our pupils are non-verbal and/or have communication difficulties including language comprehension difficulties. This is more evident in our disadvantaged pupils.
3	Our pupils generally have greater challenges around communicating their needs and expressing their emotions, including non-verbal, limited language and social interaction difficulties. This is more evident in our disadvantaged pupils.
4	Disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.

5	Some of our parents often have their own SEND which impacts on their children. This is more evident in our disadvantaged pupils.
6	Our pupils often require additional support to develop personal skills. This is more evident in our disadvantaged pupils.
7	Pupils' challenging behaviours often become a barrier to their learning.

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
Improved attainment and engagement for disadvantaged pupils in all subject areas, relative to their starting points as identified through baseline assessments.	Progression of engagement and attainment demonstrated via EfL for individual pupils. Achievement of PLGs for individual pupils. Successful completion of relevant qualifications for identified pupils.
Pupils can access and use a range of communication approaches to aid their understanding and to develop expressive communication skills.	Through achievement of EHCP and PLGs termly outcomes.
Improved language comprehension for disadvantaged pupils so that they can comprehend subject-specific texts with challenging terminology.	Assessments of pupils' language comprehension shows clear progress with a reduction in the disparity in outcomes between disadvantaged pupils and their peers by the end of our strategy.
Disadvantaged pupils have greater confidence and independence to help them engage more with the world around them including their wider community and to prepare them for adulthood.	Participation in enrichment experiences. Feedback from pupils, parents and staff.
Disadvantaged pupils feel better prepared for further education, employment or training.	Access to high quality work experience and careers mentoring. Successful and meaningful transitions for pupils post Foxfield.
For pupils to have relevant support in relation to their mental health and	Disadvantaged pupils have an increased engagement with their

wellbeing in order to reduce barriers to learning.	learning. Clear progression for individuals Thrive assessments.
Regular family support groups for parents to access with a range of focus areas.	Increased engagement and attendance and at parent events and support groups.

Activity in this academic year 2026/2027

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

Teaching (i.e. CPD, recruitment and retention)

Budgeted cost: £6419

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 Teaching Assistant to be trained in Foundation and Advanced Drawing & Talking.	Impact from previous activity in this area.	1,2, 3, 6, 7
24 Teaching Assistants to complete Pool Safety training.	The majority of Foxfield pupils have a love of swimming and use of our pools which reduces barriers to learning. In order for them to access the pools our staff need to be trained.	1, 2, 3, 6, 7
4 Teaching Assistants to complete minibus training.	To support pupils to access work experience placements, college visits, enrichment activities and the wider community beyond Foxfield School.	4, 6
1 Teaching Assistant to complete a Certificate in Supporting Children with PMLD in the Outdoors.	To engage our PMLD pupils with learning outside of the classroom experiences.	1, 2, 3

Targeted academic support (i.e. tutoring, 1:1 support, structured interventions)

Budgeted cost: £102,281

Activity	Evidence that supports this approach	Challenge number(s) addressed
External Art Therapist to support identified pupils with high level intervention.	Impact from previous activity in this area.	1, 2, 3, 5, 6, 7
Release time for Drawing & Talking Therapists, Lego Therapists, Music Therapist to support identified pupils with specific interventions.	Impact from previous activity in this area.	1, 2, 3, 6, 7
Family support roles in order to offer a range of support for our disadvantaged pupils' parents, many of whom have SEND themselves.	Impact from previous activity in this area.	5
Release time for a range of interventions for identified pupils for nurture swimming, rebound, sport, music.	Impact from previous activity in this area.	1, 2, 3, 6, 7
Thrive Practitioners to be released to support whole school Thrive initiatives, 1:1 interventions for identified pupils.	Impact from previous activity in this area.	1, 2, 3, 6, 7
Release time for Reflex Integration Assessors to assess identified pupils and support class staff to implement Reflex plans.	Impact from previous activity in this area.	1, 2, 3, 6, 7
Release time for our Communication lead to support identified pupils and class staff to implement and review communication approaches including liaising with SALT.	Impact from previous activity in this area.	1, 2, 3, 6, 7
Release time for our Sensory lead to support identified pupils and class staff to implement and review sensory integration plans including liaising with an external OT, Sensory Integration support.	Impact from previous activity in this area.	1, 2, 3, 6, 7

External Sensory OT to assess identified pupils and write sensory profiles for sensory lead to implement with class staff and fulfil EHCP requirements where necessary.	Impact from previous activity in this area.	1, 2, 3, 6, 7

Wider strategies

Budgeted cost: £9565

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory integration equipment for identified pupils in accordance with their OT assessments and sensory diets.	Impact from previous activity in this area.	1, 2, 3, 6, 7
2 hours per week, all year for sole use at Propulsion Trampoline Club for pupils within our Informal and Semi-formal pathways.	LAC funding previously used and the impact of this community access opportunity needs increasing for more disadvantaged pupils.	1, 2, 3, 4, 6, 7
Forest School equipment to support pupils to learn outside the classroom	To support the impact of a new initiation.	1, 3, 6
Extra curricular club costs	Some parents struggle to cover the costs of extra curricular clubs after they have committed. This is a buffer to fund any unexpected shortfall.	5
Enrichment opportunities ie Narrowboat trips, WonderDome, etc	Observations of teaching and learning and identifying areas for development to engage pupils with learning.	1, 2, 3, 6
Transport to access enrichment activities beyond our school minibuses capabilities to impact on increased numbers of pupils.	Pupil surveys suggest that this is an area for development.	4

Total budgeted cost: £117,665