Pupil Premium Statement Foxfield School - 2025/2026

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 2025/2026.

School Overview

Detail	Data
Pupils on role	244
% of pupils eligible for pupil premium	84.8% (212 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025/2026 (next year plan to use funding over a period of 3 years)
Date this statement was published	June 2025
Date this statement will be reviewed	April 2026
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 2025/2026	£107,410
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year 2025/2026	£107,410

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
- 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.

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 wellbeing in order to reduce barriers to learning.	Disadvantaged pupils have an increased engagement with their 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 2025/2026

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: £14,297.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 Teaching Assistants to be trained in Foundation Drawing & Talking. Budgeted cost £900 Actual cost £450	Impact from previous activity in this area.	1,2, 3, 6, 7
3 Teaching Assistants to complete Rebound Tutor training in order to train our Foxfield staff to implement rebound sessions safely and daily for identified pupils. Budgeted cost £5152.80	Access to regular rebound sessions helps our pupils to regulate and therefore reduces barriers to learning.	1,2, 3, 6, 7
1 Teaching Assistant to complete Lego Therapy training. Budgeted cost £1500 Actual cost £0	Disadvantaged pupils regularly attend an informal '6 Bricks' lunch club as they enjoy manipulating Lego. Use a more strategic approach of Lego Therapy to support pupils with their mental health, wellbeing and self-esteem.	1, 2, 3, 6, 7
24 Teaching Assistants to complete Pool Safety training. Budgeted cost £1200 Actual cost £1200	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	1, 2, 3, 6, 7

	pools our staff need to be trained.	
1 HLTA, to be trained in Level 1, Level 2 and School Readiness Reflex Integration. Budgeted cost £950 Actual cost £950	To implement Reflex Integration assessments and deliver sessions to support pupils to regulate and access learning for extended periods of time. Research has shown that this can also impact on pupils communication, cognition, physical development and behaviour.	1, 2, 3, 6, 7
5 Teaching Assistants to complete minibus training. Budgeted cost £4000	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. Budgeted cost £595 Actual cost £595	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: £84,852

Activity	Evidence that supports this approach	Challenge number(s) addressed
External Art Therapist to support identified pupils with high level intervention. Budgeted cost £11,700	Impact from previous activity in this area.	1, 2, 3, 5, 6, 7
Release time for Drawing & Talking Therapists, Lego Therapists to support identified pupils with specific interventions. Budgeted cost £2909	Impact from previous activity in this area.	1, 2, 3, 6, 7
Family support roles in order to offer	Impact from previous activity	5

a range of support for our disadvantaged pupils' parents, many of whom have SEND themselves. Budgeted cost £39,087	in this area.	
Release time for a range of interventions for identified pupils for nurture swimming, rebound, sport, music. Budgeted cost £5454	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. Budgeted cost £12,303	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. Budgeted cost £5395	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. Budgeted cost £2652	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 from Mosaic, Sensory Integration support. Budgeted cost £2652	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. 1 hr rate £80, full day £450. Mosaic. 1 day per half term Budgeted cost £2700	Impact from previous activity in this area.	1, 2, 3, 6, 7

Wider strategies

Budgeted cost: £8250

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. Budgeted cost £750	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. Budgeted cost £3800	LAC funding previously used and the impact of this community access opportunity needs increasing for more disadvantaged pupils.	1, 2, 3, 4, 6, 7
Bike helmets so pupils can use the adapted trikes and bikes safely. Budgeted cost £300	To support the impact of a new initiation.	1, 3, 6
External performances ie Live theatre productions, Teach-Rex etc Budgeted cost £1000	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. Budgeted cost £2400	Pupil surveys suggest that this is an area for development.	4

Total budgeted cost: £107,399.80

PART B: Review of the previous academic year

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

Budgeted cost: £14,297.80 Actual spend: £13,474.80

Activity	Evidence & Impact	Challenge number(s) addressed
2 Teaching Assistants to be trained in Foundation Drawing & Talking. Budgeted cost £900	Anna M & Sara Ho trained to Foundation level. Sarah has left. Positive impact for 5	1,2, 3, 6, 7

Actual cost £450	pupils, identified via PAWs Panel.	
3 Teaching Assistants to complete Rebound Tutor training in order to train our Foxfield staff to implement rebound sessions safely and daily for identified pupils. Budgeted cost £5152.80 Actual cost £5152.80	Chris Liam and Aleisha completed this training and 20 staff have since been trained. 9 staff completed refresher training and 11 staff completed full training. These trained staff utilise these skills daily to support pupil regulation	1,2, 3, 6, 7
1 Teaching Assistant to complete Lego Therapy training. Budgeted cost £1500 Actual cost £0	Aimee K completed this training and has supported 2 pupils at the Wallasey site since completing the training. These pupils were identified via PAWs Panel.	1, 2, 3, 6, 7
24 Teaching Assistants to complete Pool Safety training. Budgeted cost £1200 Actual cost £1200	Two courses held with 23 staff completing the training. The staff who are trained used these skills to support pupils on a weekly basis.	1, 2, 3, 6, 7
1 HLTA, to be trained in Level 1, Level 2 and School Readiness Reflex Integration. Budgeted cost £950 Actual cost £950	Sarah S has completed this training and supports staff to implement reflex plans across the whole school and carry out assessments/ re-assessments when needed.	1, 2, 3, 6, 7
5 Teaching Assistants to complete minibus training. Budgeted cost £4000 *Actual cost £5127	To support pupils to access work experience placements, college visits, enrichment activities and the wider community beyond Foxfield School. This came in over budget due to re-tests, medical issues etc. This was not budgeted for initially.	4, 6
1 Teaching Assistant to complete a Certificate in Supporting Children with PMLD in the Outdoors. Budgeted cost £595 Actual cost £595	To engage our PMLD pupils with learning outside of the classroom experiences. Karen Fisher is booked to complete this training in the Summer Term 2026.	1, 2, 3

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

Budgeted cost: £84,852 Actual cost £83,102

Activity	Evidence that supports this approach	Challenge number(s) addressed
External Art Therapist to support identified pupils with high level intervention. Budgeted cost £11,700 Actual cost £11,700	High level psychotherapy sessions have had an impact on 6 pupils. Pupils were identified via PAWs.	1, 2, 3, 5, 6, 7
Release time for Drawing & Talking Therapists, Lego Therapists to support identified pupils with specific interventions. Budgeted cost £2909 Actual cost £2909	D&T Therapy - impacted 66 pupils Lego Therapy - impacted 2 pupils. Pupils were identified via PAWs.	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. Budgeted cost £39,087 Actual cost £39,087	Have supported 102 families at a range of levels.	5
Release time for a range of interventions for identified pupils for nurture swimming, rebound, sport, music. Budgeted cost £5454 Actual cost £5454	Low level interventions have impacted on 47 pupils. Pupils were identified via PAWs.	1, 2, 3, 6, 7
Thrive Practitioners to be released to support whole school Thrive initiatives, 1:1 interventions for identified pupils. Budgeted cost £12,303 Actual cost £12,303	See separate breakdown provided by Thrive Practitioner TLR holder.	1, 2, 3, 6, 7
Release time for Reflex Integration Assessors to assess identified pupils and support class staff to implement Reflex plans. Budgeted cost £5395	See separate breakdown provided by Reflex Integration TLR holder.	1, 2, 3, 6, 7

Actual cost £5395		
Release time for our Communication lead to support identified pupils and class staff to implement and review communication approaches including liaising with SALT. Budgeted cost £2652 Actual cost £2652	See separate breakdown provided by Communication TLR holder.	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 from Mosaic, Sensory Integration support. Budgeted cost £2652 Actual cost £2652	See separate breakdown provided by Sensory Integration TLR holder.	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. 1 hr rate £80, full day £450. Mosaic. 1 day per half term Budgeted cost £2700 Actual cost £950	Planned spend was lower due to OT leaving and Foxfield are struggling to forge links with an OT who can support identified pupils with severe and complex learning difficulties. Full sensory assessments were completed for 1 pupils.	1, 2, 3, 6, 7

Wider strategies

Budgeted cost: £8250 Actual cost £12,678.45

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. Budgeted cost £750 *Actual cost £3594.66	Due to a long term outstanding position for Sensory TLR the need to spend in this area was higher than originally identified. There was also a large increase in complex pupils who require sensory regulation and equipment to do so resulting in a higher spend. Impacted on pupils	1, 2, 3, 6, 7

	across the whole school.	
2 hours per week, all year for sole use at Propulsion Trampoline Club for pupils within our Informal and Semi-formal pathways. Budgeted cost £3800 Actual cost £3800	LAC funding was used to support disadvantaged pupils to transfer skills to an unfamiliar setting, develop communication and allow for pupil PLGs to be applied. Created strong links for pupils to attend an extra curricular activity outside of school. Impacted on all pupils in Informal and Semi-formal pathways.	1, 2, 3, 4, 6, 7
Bike helmets so pupils can use the adapted trikes and bikes safely. Budgeted cost £300 Actual cost £252.74	Essential safety equipment was needed to support pupils to access the range of adapted bikes that the school now has.	1, 3, 6
External performances ie Live theatre productions, Teach-Rex etc Budgeted cost £1000 *Actual cost £2520	Teach Rex had such a positive impact on the pupils' engagement to their education they were booked twice this year and their booking fees increased slightly from previous years.	1, 2, 3, 6
Transport to access enrichment activities beyond our school minibuses capabilities to impact on increased numbers of pupils. Budgeted cost £2400 *Actual cost £2511.05	Costs increased due to inflation. Transport was required for a number of trips and visits.	4

Total budgeted cost: £107,399.80

Actual cost £109,255.25

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on our own internal summative and formative assessments. The data demonstrated that the PAWs Board is well utilised to identify pupils who require a level of intervention. Interventions at all levels have proved effective and the pupils who have benefited from intervention support have rarely been re-referred. Our families have received a wealth of support in a range of

areas. All of the above supported pupils' mental health and/or a more stable environment to allow them to access education.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations. The data demonstrated that staff CPD and activities have provided a range of enriching opportunities for disadvantaged pupils to allow them to regulate. This is essential for them to be able to access education.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/2027, as stated in the 'Intended Outcomes' section above.

Our evaluation of the approaches delivered last academic year indicates that planned spending at Foxfield would highlight aspects of our strategy that our analysis found to be particularly effective during the previous academic year. The 'Further Information' section below provides more details about our intent, implementation and impact processes.

Externally provided programmes - None used

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium. That will include;

- Working in partnership with local colleges to provide opportunities to participate in taster sessions and visits so our pupils can make informed choices regarding their future.
- Arranging work-based learning that enables pupils to have first-hand experience of work.
- Access to adapted bikes and BikeAbility training at the appropriate level.
- Visits to additional amenities within the local community as part of enrichment.
- Implementation of instructional coaching to support high quality teaching.

Intent, implementation and impact

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We worked collaboratively with other SLD schools across Merseyside to see what we could learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice. We have also put a focus on supporting teachers and teaching assistants to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

*We have used the EEF's 'Implementation Guidance' to set out our plans and put in place a robust evaluation framework for the duration of our approach. In addition, we have reviewed a recent SEND Review carried out by Professor Adam Bodision. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.