



# Pupil premium strategy statement Foxhole Learning 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	97
Proportion (%) of pupil premium eligible pupils	28.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/2024 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Nikki Cotterill
Pupil premium lead	Kelly Davis
Governor / Trustee lead	Alana McGovern

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,740
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>	£4,060
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£44,800

# Part A: Pupil premium strategy plan

## Statement of intent

At Foxhole Learning Academy, our aim is to provide excellent teaching and targeted support that allows our disadvantaged pupils to gain a wealth of experiences to progress and attain academically, physically and emotionally in line with their peers. Our intent is to implement a cohesive enquiry led curriculum delivered through quality first teaching that is enticing and engaging for all our pupils. We aim for our children to have experiences and opportunities that enrich their lives and open up new possibilities of a world beyond their own.

Our school is built on strong relationships, and it is through our community partnerships that we build a nurturing environment where children thrive academically and personally. We foster confident, happy learners who approach challenges with curiosity and have the courage to stretch beyond, preparing them as successful citizens of Cornwall and the wider world.

We will provide pupils with evidence informed, targeted support to enable them to be successful learners. We recognise that for some learners this will support them to close the gap with their peers. For others already working in line with their peers, this will enable them to stretch beyond age related expectations.

At Foxhole Learning Academy, we also know that for all pupils to be successful in their learning, they need to have good attendance, display appropriate learning behaviours, have access to wider learning opportunities, and be able to access suitable social, emotional and mental health support when needed. The strategies outlined in this statement will assist all pupils to have access to this ongoing targeted support to meet their individual needs.

### **The focus for our strategy includes:**

- Providing Quality First Teaching for all pupils by investing in effective staff CPD, use of effective assessment strategies and providing targeted support, where required, to ensure that our pupils make good progress and attain high standards in all curricular subjects. Our aim is for pupils to leave Foxhole at the end of Key Stage 2 well equipped for their secondary education.
- Ensuring that disadvantaged pupils are challenged academically in the work that they are set and there are consistently high expectations by all adults of what they can achieve.
- Providing equitable opportunities for our disadvantaged children so that any attainment, attendance or progress gaps are closed between pupils eligible for pupil premium funding and their peers.

- An aspirational and cohesive curriculum which provides all pupils with a clear understanding of the required knowledge and skills which build across all year groups.
- High expectations for behaviour and attendance which are applied consistently and understood by all.

**Key Principles underpinning our strategy:**

- Addressing disadvantage is a whole school mission in which all staff are responsible for disadvantaged pupils’ outcomes.
- Our strategy is based on the belief that childhoods last a lifetime and that education can have a profound impact on raising the aspirations, attainment and subsequent futures of our disadvantaged learners. What research tell us is that when teaching is strong, disadvantaged learners disproportionately thrive.
- We recognise that disadvantage is not static. Our strategies and approaches to removing barriers to learning recognise common challenges but stretch beyond this, responding to individual need based on robust diagnostic assessment and not assumption.
- We understand and value the positive impact of parental and community involvement and work to build a culture of collaboration and develop a sense of collective responsibility.
- Our values and school culture underpin what we do and are based on developing strong relationships and creating a sense of belonging.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attainment in core subjects</b></p> <p>Assessment, observation and discussion with pupils identify that some of our disadvantaged pupils are not attaining age related expectations in reading, writing and maths. Data shows that attainment is not yet in line with the national outcomes for all pupils.</p>
2	<p><b>Attendance rates</b></p> <p>Analysis shows some disadvantaged pupils need additional support to secure and sustain good attendance and identifies that there is gap between all pupils and disadvantaged pupils’ attendance. Where children are persistently absent, this is disproportionately represented by disadvantaged pupils.</p>

3	<p><b>Social and Emotional Well-being</b></p> <p>Assessment, observation and discussion with pupils and families has identified personal, social, and emotional issues for a growing number of pupils. It also identifies that many of our pupils have limited access to enrichment opportunities outside of school. An increasing number of referrals are being made for early help to work directly with families and many pupils require additional support in school to manage their emotions. Analysis of the community we serve shows that our school is sits within National Quintile 4 using the IDACI which evidence shows increases the vulnerability to SEMH issues. Uptake of our breakfast club has increased, and pupil voice tells us that there are times when food is limited at home.</p>
4	<p><b>Learning Behaviours and Attitudes</b></p> <p>Observation of pupils and discussion with pupils and their parents identify that some pupils display significant difficulties in demonstrating good behaviour for learning. Observation and assessment identifies that some of our pupils, particularly those who had their early school years most disrupted by the pandemic have difficulties retaining information and need support to develop metacognitive skills and independence.</p>
5	<p><b>Language and Vocabulary development</b></p> <p>Assessments and observations from the early years show that many of our children have language and vocabulary knowledge and skills below Age Related Expectations. These gaps narrow in KS1 and KS2. However, we need to ensure the early identification of language gaps mean that these are addressed, and accelerated progress brings our disadvantaged pupils in line with their peers.</p>
6	<p><b>Reading for pleasure and engagement</b></p> <p>Assessment, observation and discussion with pupils show that some of our disadvantaged learners have low levels of engagement in reading outside of the classroom. We know from evidence and research that reading has a significant impact on vocabulary development and this is crucial for wider academic attainment across the curriculum.</p>

## 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
Good levels of attainment secured for all disadvantaged pupils in reading, writing and maths.	Outcomes at all key stages for disadvantaged pupils in phonics, reading, writing and maths will be in line with their non disadvantaged peers and national expectations for all pupils.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>‘Every child in school, on time, everyday learning ready.’</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall unauthorised absence rate for all pupils including disadvantaged pupils to be at least in line with national attendance data for all pupils.</li> <li>• Persistent absence to be below national data.</li> <li>• Disadvantaged pupils will not be disproportionately represented in unauthorised absence.</li> </ul>
<p>To achieve and sustain improved social and emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained improvement in levels of social and emotional wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• Increased percentage of pupil and parent voice indicates that pupils are happy in school.</li> <li>• Teacher and wider professionals’ assessments and observations identify good levels of social and emotional wellbeing.</li> <li>• An increase in family involvement in school and community activities, particularly in disadvantaged pupils and their families.</li> <li>• An increased participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
<p>Pupils’ behaviour for learning is consistently high throughout the school.</p>	<p>Strong behaviour throughout the school will be demonstrated by:</p> <ul style="list-style-type: none"> <li>• Pupil and parent voice identifies that pupils in our school behave well.</li> <li>• Leaders and wider trust monitoring identifies good behaviour for learning throughout the school.</li> <li>• Analysis of qualitative and quantitative data demonstrates that behaviour is at least good and demonstrates sustained improvement over time.</li> <li>• Pupils’ ability to use effective strategies for self-regulation and for approaching tasks which they find challenging will be evident. They will be confident to talk about how they learn and the tools that help them.</li> </ul>

Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, looking at pupils' work and ongoing formative assessment.
A strong reading culture is established where disadvantaged pupils read widely beyond the classroom, first learning to read then reading to learn.	A strong reading culture will be demonstrated through: <ul style="list-style-type: none"> <li>• Assessment and observations which show high levels of engagement in reading beyond the classroom.</li> <li>• Pupil voice demonstrates a love of reading and knowledge of children's literature.</li> <li>• Strong outcomes in reading throughout the school.</li> </ul>

## 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: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Carefully planned programme of professional development, coaching and mentoring for all staff to improve teaching and learning, particularly in reading, writing and maths.  We will need to fund teacher release to	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.  We must ensure that professional development aligns with the needs of the school and is supported by school leadership  <a href="#">EEF – Effective Professional Development</a>	1, 4, 5

<p>access development opportunities and effectively implement them into our school.</p>	<p><a href="#">EEF – Making Best Use of Teaching Assistants</a></p> <p><a href="#">EEF – A Balanced Approach to professional Development</a></p>	
<p>Effective HLTA/TA support teaching and learning in every class</p>	<p>We know from evidence that TA’s need to be fully prepared for their roles in the classroom and so we must ensure that they are coached and developed to add value to what teachers do. It is important to organise staff in classrooms so that the teacher works with those children who have the highest need as much as others.</p> <p>Interventions that are delivered by TA’s which have a positive impact on learning are evidence based and are supported by high quality training.</p> <p><a href="#">EEF – Making Best Use of Teaching Assistants</a></p>	<p>1, 4, 5</p>
<p>Purchase of additional phonics resources to enhance the provision and maintain fidelity to Read Write Inc, our chosen <a href="#">DfE validated Systematic Synthetic Phonics programme</a></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 5, 6</p>
<p>Embedding vocabulary teaching and oracy activities across the school curriculum. Purchase membership of <a href="#">Voice 21</a>.</p> <p>A Voice 21 Lead and a Champion will be identified to implement the programme. Training will be provided.</p> <p>We will purchase resources and fund</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">OFSTED research review: English</a></p>	<p>1, 5, 6</p>

<p>ongoing teacher training and release time.</p>		
<p>Purchase of <a href="#">Number Sense, Number Facts and Times Tables Fluency</a> for a systematic and structured additional daily maths sessions to improve pupils' fluency in number from EYFS through to KS2.</p>	<p>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:  <a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>As children meet mathematical problems in life and school, they need to focus on how to break them down into steps in order to solve them. An essential component of automaticity is that the answer comes by means of direct retrieval rather than following a procedure.  <a href="#">WILLINGHAM, D., 2019. Is It True That Some People Can't Do Math? American Educator, 14-19.</a></p>	<p>1</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Relational approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Purchase of SCARF, a systematic and comprehensive PSHE scheme of learning to support the delivery of our personal development programme. Staff will receive CPD for effective implementation and ongoing development.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	<p>1, 3, 4</p>

<p>Member of staff identified as a trained Trauma Informed Schools practitioner to deliver 1:1 and small group SEMH interventions.</p> <p>Purchase of <a href="#">Boxall Profile</a> to assess and monitor the impact of SEMH interventions and training for staff to use the profiling tool.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	
<p>Development of a strong and comprehensive Personal Development programme.</p>	<p>Character, resilience and British values such as tolerance are important characteristics, which we want to develop in our children. Our approach to personal development is school wide and is woven through everything we do and how we are. (J Valentine, D DuBois and H Cooper, 'The relation between self-beliefs and academic achievement: a meta-analytic review', in 'Educational Psychologist', Volume 39, Issue 2, 2004, pages 111–133.)</p> <p>Child and educator interactions are an important factor when children are learning to regulate their emotions, especially for children experiencing disadvantage. <a href="#">Personal, Social and Emotional Development   EEF</a></p>	<p>3, 4</p>

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

Budgeted cost: £ 6,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at	Phonics approaches have a strong evidence base indicating a positive	1, 5, 6

<p>disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English Hub.</p> <p>Staff will need ongoing support and CPD.</p>	<p>impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">OFSTED research review: English</a></p>	
<p>We will use <a href="#">Language Link</a> diagnostic assessment to ensure all disadvantaged pupils assessed as having an age related gap in speaking and listening on entry to Foxhole learning Academy will receive speech and language intervention.</p>	<p>Vocabulary size is a convenient proxy for a wide range of educational and attainment abilities – not just skill in reading, writing, listening and speaking, but also general knowledge or science, history and the arts.</p> <p>(A Wealth of words, by E. D Hirsch Jr)</p> <p>Oral language development plays a central role in early childhood – facilitating social and emotional development and providing the building blocks for the development of later literacy skills. It also enables smooth transition to the primary classroom and builds children’s capacity to benefit from all aspects of school life.</p> <p><a href="#">EEF – Early Language Intervention</a></p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1, 5
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	1

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

Budgeted cost: £ £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of <a href="#">SPACE</a> parenting programme.</p> <p>This will require identification and training of facilitators and release time to deliver the programme.</p>	<p><a href="#">EEF - working with parents to support children's learning</a></p> <p>As part of the development of pupils SEL in schools, EEF recommend that engaging parents in this learning at home is an effective strategy.</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	2, 3, 4
<p>Review of the behaviour and relationships policy and training for all staff to ensure that this is effectively and consistently applied.</p> <p>Ensure that the policy is understood by all parents and pupils.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a></p>	3, 4
<p>Launch of Project 100 to engage parents to work collaboratively with the school. It offers a financial Incentive for families of £100 to spend on 'in school' activities linked to attendance remaining above 96% and attendance at all parent consultations.</p>	<p>This project has been successful in other schools with our MAT and has impacted positively on attendance and engagement with school. It also enables staff to work collaboratively with parents to establish and address some of the barriers that individual families are facing.</p> <p><a href="#">EEF - working with parents to support children's learning</a></p>	2, 3
<p>Work with the local foodbank to set up a community 'larder' in the school and free breakfast club for all children in our school.</p>	<p>Food insecurity increased during the Covid-19 pandemic and is being made worse due to the current cost-of-living crisis. Hunger and a lack of access to adequate nutritious food are highly damaging for a range of child outcomes, including educational attainment (Heflin et al., 2020).</p>	1, 3, 4

	<p>Having met with the local foodbank and through listening to parent and pupil voice, there is an identified need in our local area. The existing 'food bag' scheme offered locally does not have the capacity to expand and is welcoming school involvement and partnership working for the benefit of the community.</p>	
<p>Purchase of <a href="#">Provision Map</a> to create bespoke profiles and learning and support plans for pupils with SEND and those eligible for the Pupil Premium. This allows space for pupil and parent voice and identifies and monitors support offered.</p>	<p>Understanding our pupils is at the heart of our strategy and ultimately its success. Having a tool to capture and monitor this data without excessive workload for teachers will support us in delivering this strategy. <a href="#">EEF – Guide to the Pupil Premium</a></p>	1, 3, 4
<p>Establish Pupil Leaders for the school and positively encourage and support disadvantaged pupils to step forward. Provide training and clear roles and purpose to develop sense of belonging and engagement with school.</p>	<p>It is important to use a range of strategies to embed the teaching of social and emotional learning across the school. Providing clear expectations and routines which are aligned with our school behaviour and anti bullying policies. <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p> <p>At Foxhole, we strive to create a sense of 'belonging' for our pupils. A sense of purpose, of being somewhere you can be confident you will fit in, a feeling of being safe in your identity and of being at home in a place.</p>	2, 3, 4
<p>A staff wellbeing lead to be identified and meetings held regularly.</p>	<p>Recruiting and retaining enough teachers in state-funded schools is a crucial challenge for the education sector. The challenges have intensified since the pandemic and these are particularly affecting schools serving the most disadvantaged communities. <a href="#">Appetite amongst teachers for flexible working approaches   EEF</a></p>	1, 3, 4

<p>Wider support and opportunities for parents and families as a school community to promote engagement and belonging.</p>	<p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.</p> <p><a href="#">Parental Engagement   EEF</a></p> <p>(Beyond the Bake Sale – Anne T. Henderson, Karen L. Mapp, Vivian R. Johnson and Don Davies.)</p>	<p>1, 2, 3, 4, 5, 6</p>
--	---	-------------------------

**Total budgeted cost: £ 44,800**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Foxhole Learning Academy – Pupil Premium Annual Impact Statement

Dec 2025 reflection statement for the academic year 2024 - 2025

##### Pupil Performance

Performance of disadvantaged pupils at Foxhole Learning Academy was assessed using teacher assessment, statutory assessment outcomes, internal tracking, diagnostic tools (including Language Link, Boxall, and phonics assessments), and formative strategies, in line with our Pupil Premium Strategy emphasis on robust diagnostic assessment and Quality First Teaching.

##### EYFS

66.7% of disadvantaged pupils achieved a Good Level of Development (2/3). This reflects the strategy's priority on early language development and targeted early intervention, although gaps remain compared with the whole cohort (85.7%), aligning with Challenge 5 (language and vocabulary development).

##### Phonics (Year 1)

Outcomes were excellent: **100% of disadvantaged pupils met the expected standard**, exceeding national expectations and reflecting the strategy's significant investment in phonics fidelity (RWI), targeted additional phonics sessions, and early reading support. This aligns directly with our intended outcomes for early reading and Challenge 6 (engagement in reading).

##### Key Stage 2

Disadvantaged pupil outcomes indicate strong attainment in individual subjects, though the combined measure remains an area of focus:

- **Reading:** 71.4% (5/7)
- **Writing:** 71.4% (5/7)
- **Maths:** 57.1% (4/7)
- **RWM Combined:** 28.6% (2/7)

These outcomes demonstrate that while Quality First Teaching and targeted interventions (e.g. oracy, vocabulary, Number Sense) are having impact (aligned with Challenges 1, 5, 6), combined outcomes remain below the success criteria defined in the strategy for disadvantaged pupils.

##### Overall Performance Summary

While Foxhole shows strong performance in reading and writing—reflecting our reading culture development and vocabulary/oracy priorities—combined RWM outcomes indicate persistent gaps, particularly in mathematical fluency and application, in line with Challenge 1 (attainment in core subjects). Attendance and wellbeing factors continue to intersect with academic outcomes, as outlined in the strategy.

Foxhole is *partially on track* to meet long-term intended outcomes by 2026, particularly in reading

and early phonics, but not yet on track for the combined RWM target.

### Attendance

<b>All Pupils Attendance 2024 - 25</b>	96.4%
<b>Disadvantaged Pupils Attendance 2024 - 25</b>	93.7%

Attendance of disadvantaged pupils remains a barrier to equity of opportunity, aligning specifically with Challenge 2 in our strategy. Although improved from historical levels, disadvantaged pupil attendance continues to lag behind other pupils.

Our Pupil Premium Strategy prioritises:

- attendance as a whole-school responsibility
- robust monitoring
- early intervention
- pastoral and family support
- Project 100 incentive structures
- enhanced relationships with families

These actions have begun to strengthen engagement, but persistent absence remains an area requiring sustained focus.

### Wider Outcomes

Monitoring through pastoral systems, pupil voice, enrichment participation and wellbeing assessment tools (including Boxall Profiles and TIS approaches) indicates:

- Increased disadvantaged participation in enrichment and experiences
- Strong development in pupil confidence and belonging, aligning with the strategy's emphasis on relational practice, personal development, and cultural capital
- Positive parent voice regarding support and communication

These improvements reflect progress against Challenges 3 and 4 (SEMH, behaviour for learning). However, as identified in the strategy and evidenced in outcomes, improvements in wellbeing and enrichment engagement have not yet fully translated to stronger academic outcomes in maths or the combined RWM measure.

### Evaluation of Strategy Implementation

#### What Worked Well (aligned with Pupil Premium Strategy 2023–2026)

- **Phonics and Early Reading:**  
Exceptional disadvantaged outcomes reflect strong fidelity to RWI, targeted phonics interventions, and early identification of language needs.  
*Strategy alignment: oral language development, systematic phonics, early intervention.*

- **Vocabulary, Oracy and Reading Culture:**  
Investment in Voice21 membership and vocabulary-rich teaching is strengthening reading and writing outcomes.  
*Strategy alignment: Challenge 5 (language), Challenge 6 (reading engagement).*
- **Pastoral & SEMH Support:**  
The Trauma Informed Schools practitioner, SCARF curriculum, and Boxall assessments are improving emotional readiness to learn.  
*Strategy alignment: Challenge 3 (SEMH).*
- **Equitable Enrichment:**  
Disadvantaged pupils' increased engagement aligns with the strategy's aim to broaden experience and aspiration.
- **Family Engagement:**  
Project 100 and strengthened pastoral partnerships demonstrate strategic success in building trust and involvement.  
*Strategy alignment: parental engagement, attendance challenge mitigation.*

#### **What Still Needs Strengthening (aligned with strategy challenges and intended outcomes)**

- **Mathematical fluency and problem-solving:**  
Despite Number Sense interventions, disadvantaged learners require more consistent fluency and reasoning development.  
*Links to Challenge 1.*
- **Consistency in Reading-to-Learn Skills:**  
While decoding and early reading are strong, deeper comprehension and application across the curriculum require further alignment to our reading spine and text-rich curriculum.  
*Challenges 5 & 6.*
- **Attendance & Persistence:**  
Work has begun but impact is not yet closing the gap. Consistency of approach, sustained monitoring, and earlier intervention remain critical.  
*Challenge 2.*
- **Stronger link between enrichment and academic learning:**  
Enrichment is improving confidence, but its role in accelerating academic progress is not yet fully realised.  
*Challenge 3 & cultural capital alignment.*

#### **Strategic Next Steps (fully aligned to 2023–2026 Strategy)**

To accelerate progress towards our 2026 intended outcomes, Foxhole will:

##### **1. Strengthen Literacy Provision**

- Further embed the reading spine and high-quality texts across subjects
- Expand oracy and vocabulary instruction using Voice21 structures

- Increase targeted reading-to-learn comprehension support
- Continue high-fidelity RWI implementation and early intervention  
*Addresses Challenges 1, 5, 6*

## **2. Enhance Mathematical Fluency and Reasoning**

- Strengthen Number Sense implementation across all cohorts
- Ensure diagnostic assessment informs small group and tutoring provision where appropriate  
*Addresses Challenge 1*

## **3. Deepen Attendance Strategy Impact**

- Embed Project 100 more widely
- Increase early-stage intervention and family outreach
- Align with trust-wide attendance protocols  
*Addresses Challenge 2*

## **4. Expand Targeted SEMH Support**

- Continue TIS-led interventions and Boxall assessments
- Strengthen relational practice and self-regulation strategies  
*Addresses Challenges 3 & 4*

## **5. Strengthen Parental Engagement and Community Partnerships**

- Extend SPACE parenting programme
- Further develop the community larder and universal breakfast provision
- Expand opportunities for parent voice in curriculum and wellbeing planning  
*Addresses Challenges 2, 3, 4, 5, 6*

## **6. Ensure Enrichment Directly Supports Academic Development**

- Align enrichment activities to core curriculum themes, vocabulary, and cultural capital priorities  
*Addresses Challenge 3*

## **Summary**

Foxhole Learning Academy is making meaningful progress in early literacy, reading culture, wellbeing, and enrichment—areas directly aligned with the 2023–2026 Pupil Premium Strategy. However, to fully realise the intended outcomes by 2026, particularly in mathematics and sustained attendance improvement, the academy will intensify targeted interventions, strengthen alignment between wellbeing and academic outcomes, and further embed evidence-informed practices across the curriculum.

## 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
Scarf	Coram Life Education
Provision Map	TES
Purple Mash	2 Simple
White Rose Maths	White Rose Education

Votes for Schools	Votes for Schools
Number Sense, Number Fluency, Times Tables	Number Sense Maths
Boxall Profile	Nurture UK
Language Link	Speech Link Multimedia

## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p>Our pupils in key stage 1 have received additional phonics and early reading intervention. All pupils have received additional pastoral support through out Trauma Informed Schools practitioners.</p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>
<p>As a result of targeted support, the majority of pupils are on track to meet age related expectations at the end of their key stage. Where they are not on track, they are on the record of need and have an individual education plan in place with specific individual targets. Observations, pupil and parent voice demonstrate that all pupils have grown in confidence and enjoy coming to school.</p>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*