

Pupil Premium Strategy Statement:

School Overview

Detail	Data
School name	Foster's Primary School
Number of pupils in school	448
Proportion (%) of pupil premium eligible pupils	6.25% (28 children)
Academic year/years that our current pupil premium strategy plan covers	2026 - 2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mr B Rose
Governor / Trustee lead	Miss L Smith

Funding Overview

- Total budget for the academic year
- Breakdown of funding sources (e.g. Pupil Premium, recovery premium, etc.)

Detail	Amount
Pupil premium funding allocation this academic year	£41,399
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£41,399

Statement of Intent

At Foster's Primary School, our core purpose is to ensure that every pupil, regardless of background, has access to the highest quality education and can achieve strong outcomes academically, socially, and personally. We recognise that disadvantage is not a fixed characteristic; therefore, our Pupil Premium strategy is designed to remove barriers, elevate expectations, and provide targeted support so that all pupils thrive.

Our primary focus is to invest in high-quality teaching, as research consistently demonstrates that strong classroom practice has the greatest impact on outcomes for disadvantaged pupils. The Education Endowment Foundation (EEF) highlights that *improving the quality of teaching is the most effective way to improve outcomes for pupils eligible for Pupil Premium* and that whole-class teaching improvements benefit both disadvantaged and non-disadvantaged learners.

We are committed to:

- Evidence-informed pedagogical approaches
- Clear instruction and modelling
- Frequent opportunities for retrieval and guided practice
- Responsive feedback to move learning forward

Our primary aim is to nurture the wellbeing of all disadvantaged pupils, recognising that emotional security and positive mental health are foundational to academic success. We are dedicated to creating a safe, supportive, and aspirational environment where every child feels valued and confident in their ability to achieve.

We aim to raise the attainment and progress of disadvantaged pupils by:

- Ensuring that their progress from individual starting points is broadly in line with their peers.
- Working towards attainment that matches or exceeds national averages.
- Closing the attainment and progress gap between pupils eligible for Pupil Premium and their non-disadvantaged peers.
- Providing timely, targeted support to address gaps in learning, ensuring no child is left behind.
- Making disadvantaged pupils a central focus during pupil progress meetings, allowing for informed, proactive interventions.

Our strategy embeds robust assessment systems that allow teachers to identify gaps, monitor progress, and adapt teaching to meet the needs of each pupil. Formative assessment, when used effectively, has been shown to accelerate progress, particularly for disadvantaged pupils.

We use:

- Ongoing formative assessment

- Pre- and post-teaching assessment to shape planning
- Precise identification of misconceptions
- Data-informed professional dialogue to adjust provision

Research from the EEF underscores that *effective diagnostic assessment* and *responsive teaching* can significantly enhance learning. Similarly, Black and Wiliam's work on Assessment for Learning highlights that high-quality formative assessment has one of the strongest influences on pupil achievement.

Where assessments indicate the need for additional intervention, we provide targeted, evidence-based support. This includes structured small-group and one-to-one sessions grounded in research-backed programmes. The EEF Toolkit notes that targeted academic support is most effective when carefully aligned with classroom learning and delivered by skilled staff.

Our personalisation approach ensures that:

- Teachers plan responsively based on identified pupil need
- Interventions complement, rather than replace, high-quality classroom teaching
- Emotional, social, and cognitive barriers are considered holistically

Additionally, we are determined to ensure that all disadvantaged pupils have equal access to the same rich opportunities and experiences as their peers. This includes academic support, extracurricular activities, cultural enrichment, and personal development initiatives that help build the cultural capital essential for lifelong success.

Through these strategic aims, we aspire to empower our disadvantaged pupils to flourish academically, socially, and personally and to leave our school equipped with the confidence, knowledge, and experiences they need for the next stage of their education and beyond.

Challenges and Barriers to Achievement

At Foster's Primary School, we recognise that disadvantaged pupils face a range of complex and interlinked barriers that can impact their learning, development, and overall wellbeing. Through ongoing analysis of pupil outcomes and wider contextual information, we have identified the following key challenges affecting our Pupil Premium children:

1. Attainment in Reading and Writing at Key Stage 1

In our recent data, we have identified that PP children in KS1 are underperforming in reading, writing and maths compared to their peers. This early gap in English and mathematical skills can have a long-term impact on learning across the curriculum and must be addressed through early intervention and high-quality, targeted support.

2. Attainment for Pupil Premium in writing in Key Stage 2

At KS2, a number of disadvantaged pupils are not achieving age-related expectations in writing and reading in comparison with their peers, which affects their readiness for secondary education. Inconsistent progress in this area of the curriculum suggests a need for improved curriculum access, differentiated support, and targeted interventions to build both fluency and confidence.

3. Family Support and Wellbeing Needs

Many families of Pupil Premium pupils require additional support, particularly in areas such as housing, food poverty, and mental health. These issues can create unstable home environments, reduce parental engagement with school, and negatively affect children's ability to focus and thrive in the classroom. Working in partnership with external agencies and offering in-school support is essential in addressing these needs.

4. Attendance and Punctuality

A small number of our disadvantaged pupils have attendance rates below the national average. Poor attendance and frequent lateness limit their access to consistent, high-quality teaching and learning, impacting both academic progress and social development. Improving attendance is a key priority within our strategy.

These challenges represent our key priorities in our strategic approach. Our response will be tailored and underpinned by a commitment to equity, ensuring that pupil premium pupils are not held back by circumstances beyond their control.

Intended Outcomes

Intended outcome	Success criteria
All pupil premium children will be supported in their wellbeing through specific initiatives as well as ongoing nurturing	PP children will: • Use PSHE scheme, incl. specific structures (JIGSAW). • Utilise circle time activities on a regular basis. • Access a range of tools outlined in the Wellbeing Policy. • Be more emotionally secure after accessing pastoral support. (internally and externally sourced) • Have targeted interventions to raise self-esteem, thus impacting on their wellbeing. • Be introduced to targeted initiatives as appropriate for individuals. • Receive support from outside agencies as appropriate for individuals.

	• Use of Zones of Regulation across the school. • Positive viewpoints obtained from PP children through pupil questionnaire. • Pupil premium forum will provide qualitative data • Use of SEN team to deliver wellbeing interventions
To raise the attainment and progress of PP children in reading, writing and maths in KS1	PP children will: • Show that gaps in reading, writing and maths are closing compared with their peers • Show that their attainment is in line with national average • Show that progress in reading, writing and maths from their starting points is broadly in line with their peers
To raise the attainment & progress of PP children in reading and writing in KS2	PP children will: • Show that the gap between PP & non PP children is closing for reading in Year 3 • Show that the gap between PP & non PP children is closing in writing for children in Year 3, 5 & 6. • Show that their attainment is in line with national average.
To enable disadvantaged children to have access to the same experiences & opportunities as their peers	PP children will: • Be able to enjoy school trips & visits in the same way as their peers. • Have access to IT equipment based on individual need. • Be able to attend school clubs in the same way as their peers. • Be able to attend residential trips at discounted rates. • Provide specialist trips for new experiences.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	PP children will: • Have reduced numbers of persistence absence rates for all pupils, but particularly disadvantaged. • Attendance figures in line with their peers.

	• Celebration opportunities for good attendance. • Specialist trip to reward 100% attendance.
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Activity in This Academic Year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
PSHE Scheme Monitored	- Weekly PSHE lessons following Jigsaw scheme to explore a range of topics and support wellbeing. - The Education Endowment Foundation (EEF) identifies social and emotional learning (SEL) as having a moderate impact (+4 months) on attainment, especially where programmes are embedded within high-quality teaching and whole-school approaches.	3
Resources and materials accessed as set out in the Wellbeing Policy	In school, we use Zones of Regulation across the school to support discussions about emotions and we have worry boxes/buttons to support wellbeing. Evidence of Effectiveness from Zones of Regulation https://zonesofregulation.com/wp-content/uploads/2024/09/Evidence-of-Effectiveness-Brief.pdf?utm_source Government document that explores 'the link between pupil health, wellbeing and attainment.' https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf?utm_source	3
Release teachers for pupil progress meetings, with a particular focus on PP children	Evidence in school has shown that early identification of slow progress allows for focused learning opportunities to be provided for all children, including those who are PP. These meetings allow time for teachers to discuss PP children with their phase leader and discuss their progress in learning and support they are providing in class to ensure they are making the required progress.	1, 2, 3
Staff training on Quality First Teaching, embedding the school's	Through CPD and coaching, we discuss effective teaching strategies and practices to develop in classroom practice.	1, 2, 3

researched principles of effective teaching	EEF – The Teaching and Learning Toolkits https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Rosenshine Principles (amongst others) The Teaching and Learning Playbook Teaching Walkthrus	
Use of PiXL assessments to monitor PP children's progress in comparison to their peers, utilising these to identify misconceptions through gap analysis.	PiXL assessments are now being used across the whole school to identify gaps in learning so these can be addressed through therapies. PiXL Insight – Empowering learners from disadvantaged backgrounds https://www.pixl.org.uk/site/data/files/blog/9BCB6378B6332CE72560E966D3653C19.pdf	1, 2, 3
Embedding core approaches to teaching (Maths concrete, pictorial and abstract/PoR techniques/Jolly Phonics) and monitoring these rigorously by Subject Leads, incl. regular subject release	In school, we use the teaching approaches across the school to ensure consistency and effective teaching and learning is taking place. Clear evidence to support using these approaches in primary school. NCETM Report on concrete, pictorial and abstract approach https://www.ncetm.org.uk/features/the-five-big-ideas-at-primary-representation-and-structure/?utm_source=chatgpt.com EEF Toolkit to support an approach to teach phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics%20?utm_source	1, 2, 3
Create an inclusive environment for all pupils across the school where the children feel represented through the curriculum they study (e.g. disadvantaged children in class texts)	This research suggests that when students see themselves in the curriculum, their self-esteem, motivation, and sense of belonging improve, which can drive better academic outcomes. https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/01/equity-and-inclusion-in-education_e8cfc768/e9072e21-en.pdf?utm https://www.researchgate.net/publication/390582187_The_Impact_of_Inclusive_Curriculum_Design_on_Student_Outcomes	3, 4

Bespoke CPD opportunities provided on a weekly basis for all staff, with different agendas for SLT, Teachers & Support Staff.	CPD happens with teaching staff during staff meetings, SLT during SLT meetings and weekly training for support staff. EEF - Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 22,799

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted and well-planned wellbeing interventions to be delivered by Wellbeing Ambassadors	We have trained wellbeing ambassadors who have weekly wellbeing check ins and interventions with children across the school. https://www.nice.org.uk/guidance/ng223/chapter/Rationale-and-impact	3
Speech and Language support/interventions delivered by trained individuals	Speech and language therapy interventions happen for children with primary speech and/or language disorders. https://www.cochrane.org/evidence/CD004110_speech-and-language-therapy-interventions-children-primary-speech-and-language-delay-or-disorder?utm_	1, 2
Specific homework club provided for those identified as PP as well as those on the cusp of this too.	We have a weekly homework club available so PP children can attend and complete their homework with support from an adult in school. EEF – Homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 2
Dedicated additional time for 1:1 reading with PP children	Teachers ensure to provide additional time to read with PP children to support them with ensuring fluency in reading. EEF – Why focus on reading fluency? https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency	1, 2
Implementation of PiXL, including	We are using PiXL to complete assessments and identify gaps in learning. Once gaps have been identified there	1, 2

therapies and Oracy programme.	will be specific therapies taught to address these gaps and reassess learning. This will support the progress of children. In addition, we are using the oracy leadership guide and programme to implement and embed oracy across our curriculum to provide more talk opportunities in lessons to support learning. EEF – Targeted Academic Support https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support?utm Why oracy matters? https://voice21.org/why-oracy-matters/?utm Oracy resources on PiXL including thinking guide. https://auth.pixl.org.uk/members/#!/feature/1/49898581	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer pastoral support to focused individuals	Pastoral care: a whole-school approach to creating the ethos of wellbeing that culminates in better engagement and improved academic achievement of learners https://www.bera.ac.uk/blog/pastoral-care-a-whole-school-approach-to-creating-the-ethos-of-wellbeing-that-culminates-in-better-engagement-and-improved-academic-achievement-of-learners#:~:text=Therefore%2C%20effective%20pastoral%20care%20can,due%20regard%20for%20protected%20characteristics	3
Seek support from external agencies when unique cases arise	Each child is different and so if and when required we will seek support from external agencies to support the needs of the child.	3, 4
Completion of a pupil survey to obtain thoughts of all children, but particularly those that are disadvantaged	As a school, we always want to gather pupil voice so that we can identify strengths and additional support if required from pupil feedback. https://emotionallyhealthyschools.org/whole-school-approach/pupil-	1, 2, 3

	participation/#:~:text=In%20order%20to%20develop%20a,voice%20in%20teaching%20and%20learning	
Provide opportunities for PP children to attend wider opportunities (e.g. clubs, trips etc.) that may not be financially viable	Providing Pupil Premium pupils with opportunities to develop cultural capital is not simply about enrichment; as it equips children with the tools, experiences, and knowledge to succeed academically, develop socially, and access future opportunities that may otherwise be limited. Embedding cultural capital into school life ensures equitable access to experiences, narrows the opportunity gap, and promotes both academic and personal growth. https://early-education.org.uk/cultural-capital/#:~:text=Cultural%20capital%20is%20the%20essential,start%20to%20their%20early%20education	3, 4
Utilise EWO services to target focus PP children, with a particular focus on raising attendance of PP families	Attendance is crucial for ensuring Pupil Premium children achieve their potential, yet disadvantaged pupils are more likely to face barriers that affect consistent school attendance. To mitigate this, schools closely monitor attendance, provide personalised support and mentoring, and work with families and external agencies to address challenges. EEF - Understanding the use of Attendance & Family Liaison Officers as a school level strategy to improve attendance https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance	4
Embed principles from DfE guidance on "Working together to improve school attendance"	As a school, we ensure to work together to improve attendance by working with school staff, parents and the child to support them. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	4
EBSA training for the whole school and interventions to support children.	As a school, we have had external training on EBSA and how to identify the barriers for individual children. We now identify these children and interventions happen with the children to support them. https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/school-anxiety-and-refusal/ https://www.bexleyiass.co.uk/attendance-ebsa/	3, 4
Trained ELSA (Emotional Literacy Support Assistant) who leads	In school, we have a trained ELSA who leads interventions to support children in managing and dealing with their emotional needs.	3, 4

interventions to support children identified.	https://eprints.soton.ac.uk/441570/?utm	
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Total budgeted cost: £ 41,399

Pupil Premium Strategy: Previous Year Review

Overview Last year, the school continued to focus on supporting Pupil Premium children through targeted interventions, enrichment activities, and wellbeing initiatives.

Homework Club Homework club ran successfully, with strong attendance from Pupil Premium pupils, supporting independent learning and confidence.

Enrichment Opportunities Pupil Premium children took part in enrichment activities, this included all class trips to museums, aquariums and residential trips.

Wellbeing Support Wellbeing check-ins were maintained, offering children regular opportunities to discuss concerns and access support. This has helped identify and address issues early.

SEND Support Targeted interventions through the SEND team ensured personalised support for Pupil Premium pupils with additional needs including support wellbeing too.

Data Overview

Reading: 80% achieved Age Expected or above

Writing: 60% achieved Age Expected or above.

Maths: 60% achieved Age Expected or above.

This continues to show they underperformed in comparison to non-pupil premium children and so continues to be a focus next year.

Attendance

The average attendance of all pupil premium children in the year 2025-2026 was 84.05%. This is significantly lower than the national average for all primary school students (94.8%) therefore will be a focus area for the upcoming year.

Pupil Voice From pupil feedback, most children agreed they find it interesting and enjoy their learning. Most children agreed they feel safe in school and they know what is expected of them. Most agreed that they found teacher's feedback helpful and had the resources they need to help them with their learning.

The school will continue to focus on minimizing the gap through implementing PiXL therapies, using assessment data to target gaps and support continued academic progress for Pupil Premium pupils.