

## Forest Academy's Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Forest Academy
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	63.64%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	May 2022
Statement authorised by	
Pupil premium lead	Eileen Wray
Governor / Trustee lead	Lizzie Parkes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,540
Recovery premium funding allocation this academic year	£19,140
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	£196,680

## Part A: Pupil premium strategy plan

### Statement of intent:

Pupil Premium is additional funding to help ensure disadvantaged pupils achieve results in line with all pupils nationally and to close any in-school attainment gaps. The funding is intended to support children to develop positive learning behaviours and equip them with the skills and qualities to become happy, confident learners. At Forest Academy, we are determined to give our children every chance to realise their full potential. We have high aspirations for our children and strongly believe that dedication and commitment to quality first teaching and learning make all the difference.

We aim for all of our disadvantaged children to reach at least national expectations in all areas. As a minimum, we want our PP children to value and benefit from their education. We aim for the attendance of our Pupil Premium funded children to remain at least in line with national figures and to close the gap between PP and non PP children across the school.

Through high quality teaching, bespoke interventions that are regularly reviewed, and support for children and families, pupils gain confidence to engage fully in their learning. Through the curriculum, pupils have the opportunity to learn about a wide range of relevant global issues and how they can impact change at a local level, as well as develop a deeper understanding of our school and local communities and learn skills and knowledge to prepare them for the next stage of their education journey.

Our main aims are that the children are taught to read well through a systematic, synthetic phonics programme, they have good comprehension skills and develop a lifelong love of reading and books. Pupil Premium children's oracy development and vocabulary acquisition improves via immersion in a language rich environment from EYFS to Year 6, and they have the confidence and ability to articulate their learning to a range of audiences and for a range of purposes.

We aim for all of our Pupil Premium children and their families to feel happy and supported in school, and their health and well-being is at the centre of everything we do. We want them all to have access to a wide range of creative, cultural and sporting extra-curricular activities to enrich and widen their experiences.

The key principle of our strategy is to identify the needs and barriers to learning and to refine our provision to reduce these barriers so that the pupils can reach their full potential and confidently move on to the next phase of their education (secondary school).

### Challenges:

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

Challenge number	Detail of challenge
1	Oral language skills are lower for pupils eligible for PP than for other pupils. This is particularly evident in their EYFS baseline score upon entry to school. This slows reading and writing progress in subsequent years
2	Limited experiences outside school of visiting places of interest affect a child's ability to discuss and imagine places and situations unfamiliar to them
3	Approximately 40% of the PP pupils have English as an additional language, 10% with SEND
4	Social and economic challenges experienced by families including housing, finance, family literacy, domestic violence, children's health and parental anxieties and skills.
5	Pupil premium children often have significant social and emotional needs and fewer strategies for maintaining positive mental and physical health.
6	The attendance and punctuality of pupil premium children is lower than that of non-pupil premium children.

#### Intended outcomes:

Intended outcome	Success criteria
Improve oral, language and reading skills for PP children	By 2023 PP achievement in EYFS GLD will match or exceed national and the gap between PP and others will be reduced. End of key stages there will be no identified significant gaps in reading between PP and their peers By 2023 the number of PP children that pass the phonics test in year 1 matches or exceeds national
Curriculum design and enrichment activities raise aspirations for PP children	Children are able to talk confidently about their learning and the wider global curriculum. PP children demonstrate good attitudes to learning and have raised aspirations for their future. There is good participation in cultural, sporting and creative activities and after school clubs by PP children
PP and SEND pupils are supported well to make good progress in their learning (EAL pupils currently achieve well at the end of KS2)	Additional barriers for PP and SEND pupils are reduced and pupils make good progress from their starting points and

	progress is in line or above with other pupils in the cohort.
Ensure support, advice and signposting of external agencies is available to all families.	All families are informed of the signposting support provided by the school feel empowered to seek advice. Parent relationships with the school improve especially engagement by hard-to-reach parents Parents of PP pupils engage more fully in whole school activities.
PP children have appropriate strategies to support their mental health and resilience. PP children and parents have an understanding of healthy eating and appropriate exercise.	PP children and their families will have an increased awareness of self-regulation strategies to support their mental wellbeing.  Physical and mental wellbeing of all pupils is well supported within the school. Pupils are happy and keen to attend school.  Children understand the importance of making positive choices to engage in a healthy lifestyle. Obesity rates in the school reduce steadily from 2021-2022 to 2023-2024.

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: £72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Continuing Professional Development (CPD) to secure quality 1 <sup>st</sup> teaching across the school. Rigorous monitoring ensures the staff have the skills and knowledge required to meet the needs of their pupils. Professional development is given with a focus on	Research shows that high-quality CPD for teachers has a significant effect on pupils' learning outcomes. (Education Policy Institute, Evidence review: The effects of high-quality professional development on teachers and students, 2020)  Some disruption in targeted CPD during the pandemic and the impact of remote learning on children's engagement and progress means weekly high quality CPD remains a priority. Research shows that highly skilled staff are able to adapt their planning more effectively to meet the needs of their children.	1, 3, 4

Metacognition and growth mindset (Limitless Mind – Jo Boaler)	Metacognition and self-regulation approaches have consistently high levels of impact. (EEF, Teaching and Learning toolkit, 2018)	
SENCO to support early intervention of identified needs, and modelling strategies and providing tailored CPD for EYFS staff and guidance for parents.	Early interventions have a positive impact on low-income families and is effective in narrowing the attainment gap between disadvantaged children and their peers. (EEF, Teaching and Learning toolkit, 2018)	1,3
Individual Education Plans (IEPs) for all SEND pupils and those eligible for PP funding are reviewed by the SENCO and regularly reviewed with parents. Parents are supported to understand the needs of their child through regular workshops and parent coffee mornings	Experience and research show that breaking down learning into small steps supports learning of the least able. Engaging parents in their child's learning has a varied impact from research but schools across the Partnership have reported the value of parental engagement and regular reporting of progress. Additionally, those parents who are able to support their child learning targets in the home feel empowered and a partner in their child's success. (EEF, Teaching and Learning toolkit, 2018)	1,3,4
CPD for staff on bespoke SEND needs of pupils-class teachers and LSAs SEND weekly PPA support where needed to support teachers in planning to meet the needs of SEND pupils within their class/phase. SENCO to support Medium Term Plans days	Past experiences have shown that staff in their early careers do not always have the skills and information of how to meet the needs of pupils with some different SEND barriers. In-house research and past experiences have proven that children with SEND and PP that receive tailored support make more progress due to specific strategies for those children	1,3, 4
A structured CPD reviewing the practice of early reading. Phonics team to model/ team teach/ review/ evaluate early reading and phonics from reception- year 2,	Research shows that systematic teaching of phonics is effective in supporting younger readers to master the basics of reading, with an average impact of additional 4 months' progress (EEF, Teaching and Learning toolkit, 2018)	1,3,4

<p>including the introduction of a new Systematic Synthetic Phonics – Little Wandle from Spring 1.</p> <p>Ensuring the school secures sufficient resources to teach effectively.</p>		
<p>Ensure the EYFS team are consistently promoting language development with speaking and listening skills.</p> <p>Workshop for parents in play-based learning and engagement with their child.</p>	<p>The NELI (Nuffield Early Language Intervention) provides an effective way to support language development in EYFS. This has been found to help close the gap that has been impacted through the pandemic school closure period. Daily ‘helicopter story’ sessions also develop language in EYFS.</p> <p>Across the Trust, schools have found that collaborative learning has a significant impact on learning and attainment, without the development of communication and language skills from a young age the impact of this will be hindered.</p>	1

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group interventions e.g. Daily Breakfast Masterclasses for KS1 and KS2</p>	<p>Research shows that Intensive individual or small group tuition is effective for accelerating progress for lower attaining groups. (EEF, Teaching and Learning toolkit, 2018)</p>	1,3
<p>Educational Psychologist and Speech and Language - Targeted support and intervention for children on caseload who are PP and SEND</p>	<p>Individualised instruction and support has a positive effect on learners. Personally tailored learning journeys and support is proven to be effective (EEF, Teaching and Learning toolkit, 2018)</p>	3,4
<p>School Based Tutoring of targeted PP children with gaps in knowledge and skills caused by</p>	<p>Evidence shows that small group tuition is effective. This arrangement enables the tutor to focus exclusively on a small number and is often</p>	1,3

periods of CV19 lockdown.	provided to support lower attaining learners. (EEF, Teaching and Learning toolkit, 2018)	
Place2Be Counselling 3 days a week to support children and families with strategies and support to improve mental health. This is in the form of planned structured sessions as well as daily support where needed.	Evidence shows that supporting children with their social and emotional learning has a moderate impact for a moderate cost. (EEF, Teaching and Learning toolkit, 2018)	4,5

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

Budgeted cost: £64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison Officer and FA Attendance Officer, alongside senior leaders, target PP children who are regular absentees and those who are at risk of becoming regular absentees	Current data from the school shows that PP children have a higher rate of absenteeism (PP 89% compared to non PP97%) . Previous strategies have shown that consistent engagement of FLO and AO at an early stage with parents has significantly improved attendance.	4,6
Behaviour team to work with PP children with a focus on learning behaviours	Historical evidence within school shows that PP children with social and emotional needs that work closely with specialist LSAs are able to engage more with their learning and have an increased positive attitude towards themselves and their learning.	4,6
Targeted parental engagement sessions for PP families with a focus on how to support their children's academic and emotional development.	Parental engagement sessions where the focus is on supporting children with their wellbeing have had a strong turnout. Moderate improvements can then be seen in the progress they make. (EEF, Teaching and Learning toolkit, 2018) Some of our parents lack experience in parenting skills to support their children at home to modify their behaviour and set boundaries. Previous work with parents has shown that working with the school, parents can be effective in implementing	4,6

	<p>strategies to improve the behaviour and attitudes of their child at home. This also includes directing parents towards external courses and workshops available in the Croydon borough- often via social services.</p>	
<p>Enrichment and extracurricular activities, including forest school and orienteering improves mental and physical health</p>	<p>Outdoor learning experiences consistently show positive benefits on academic learning and the impact on more vulnerable pupils is even higher. (EEF, Teaching and Learning toolkit, 2018)</p> <p>A variety of fully funded extra-curricular sporting and creative activities has a positive impact on the mental and physical health of children. (EEF, Teaching and Learning toolkit, 2018)</p>	2,4
<p>External links with businesses, secondary schools and further education establishments e.g. universities and colleges to promote and raise aspirations</p>	<p>Research cited by Jonathan Sharples for York University suggests that such strategies may be promising in improving outcomes for children living in poverty.</p> <p>The external links will help to widen the horizons for PP to help set aspirations of achievement beyond those experienced in their domestic lives.</p>	2,4

Total budgeted cost: £ 196,000

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes:

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.



**Summer Term 2021**
**Quality of teaching for all**
**An Improved oral language and reading skills**

- Children in Reception made accelerated progress from their starting points in Communication, with an average of 5.9 points progress.
- Six children were on the NELI programme. All have made better than expected progress from baseline in communication – an average of 6.6 points in ‘Listening and Attention’ and ‘Speaking’ and 7 points in ‘Understanding.’ Three children achieved the Early Learning Goal in ‘Listening & Attention’.
- “Leaders have ensured that all staff have received detailed training in specific practices to improve the teaching of phonics and reading. This has had a significant impact on pupils’ skills and ability to articulate what they know. The quality of teaching in phonics lessons observed is consistently good.” (Challenge Partners QA Face to Face Review July 2021)
- “Whole Class Reading is embedded into school practice. Quality of lessons observed is good and work in reading journals is high quality. The use of sentence stems and reading strategies is embedded, supporting pupils to formulate high quality responses both orally and written.” (Inspire Reviews, Challenge Partners QA Review July 2021)
- Clear phonics tracking system in place. Groups regularly reviewed. Phonics masterclass for Years 1 and 2 running.
- Sentence stems clearly displayed in classrooms and on children’s task sheets. These are regularly referred to as observed in lessons and book looks.
- Additional reading books purchased plus access to Bug Club for all. This improved engagement in reading.

**B Stimulating learning experiences help develop imagination and language**

- Collaborative half termly staff planning meetings across Hub C schools, led by leaders across the Trust to ensure high quality teaching and learning is delivered
- High quality weekly staff CPD
- Modelled lessons from leaders within Forest and across the Trust
- Coaching to improve the quality of teaching across the school
- Half termly medium term plans show engaging hooks involving educational trips/visitors

**C The needs of EAL/SEN pupils are met within the classroom and these pupils make good progress**

- More accurate identification of SEN pupils enables their needs to be better addressed e.g. dyslexic pupils assessed and provided with coloured overlays enabled them to better access text.
- Communication in Print being used across the school in the learning environment, task design and to provide scaffolding where needed. Pupils report that they find the additional visual prompts useful and this is reflected in the quality of their learning outcomes
- LSA timetables regularly reviewed to respond to changing needs in the school and maximise LSA impact on teaching and learning– e.g. Year 3 re-organisation, child in R with EHCP successfully reintegrated.
- The Den completely refurbished and being used for pupils with SEMH needs appropriately. 1 pupil successfully reintegrated back into class following a period of very challenging behaviour.

**D Pupils are confident and resilient to tackle new learning**

- Global curriculum becoming embedded. Learning is scaffolded and modelled to support all to be able to access the learning.
- Limitless minds training for staff led to tasks more accessible for all children as observed in books and lessons.
- Pupil voice and quality of their learning seen in books and displays shows that they are enjoying their learning.

- Learning observations and feedback from visitors within and outside the IPAT evidence that children's behaviour for learning and engagement is consistently good
- Place2BeCounselling sessions and Drawing and Talking therapy sessions, daily pupil check-ins are having a positive impact on pupils' wellbeing – SDQ improvement in responses
- Character skills assembly weekly. Displays in classrooms. Children using the language of values and beginning to use the character

**G** Raised aspirations through providing pupils with high quality learning across the curriculum

- Interrupted due to Lockdown and Covid restrictions.
- Sports coach, netball club, basketball club, gymnastics coach, art club in place.
- Feedback from pupils following Palace for Life mental health workshops for Years 5 and 6 shows that they are more aware of how to look after their mental wellbeing.
- Youth Engagement Team workshops and 1 – 1 mentoring to help children make safe and healthy choices. Pupils are able to articulate their understanding of safe and healthy choices .
- Place2Be and Youth engagement team transition workshops for year 6 prepare pupils well for the next phase of their education. Parents of vulnerable pupils report that they have settled well into Year 7.
- Global curriculum becoming embedded. Feedback from pupils, engagement in lessons, quality of learning in books reflects this.

### Targeted support

**A** Improved oral language and reading skills

- Breakfast masterclasses in KS1 improved pupils' phonic scores and transition into school with 77% on track by the end of the summer term and some with a score of 28+.
- Pupils have made accelerated progress in reading across the school. Attainment in reading at EXS+ for disadvantaged pupils was in line with or above the Trust average in the following year groups:

	FA EXS+
YR	67%
Y1	59%
Y2	70%
Y3	68%
Y4	70%
Y5	80%

- At greater depth, attainment in reading for disadvantaged pupil was in line or above the Trust average in:

	FA GDS
Y2	25%
Y3	26%
Y4	17%
Y5	40%

- Bug Club enabled pupils to access appropriate reading material at their level during lockdown without need in to come into school to change books
- Book Week enabled pupils at home and at school to participate in a range of engaging activities. Pupil and parent feedback was positive.

**B.** Stimulating learning experiences help develop imagination and language

- No visits/visitors due to lockdown.

- Global curriculum becoming embedded. Feedback from pupils and quality of their learning in books and displays shows that they are enjoying their learning. (Challenge Partners QA Review July 2021).

**E. Increased attendance for pupils eligible for PP**

- Attendance remains above national for PP children.
- PA remains below 10% for PP children
- Attendance certificates awarded half termly.

**Other approaches**

**F Families who require support and advice have the confidence to come into school and receive necessary support**

- Devices loaned to parents during remote learning meant more children could engage- 100% returned at end of lockdown period.
- Attendance remains above national average.
- Parents are positive about the school (parent survey, parent interviews as part of Challenge Partners QA Review)
- Growing number of links with organisations within the community. PFSW belongs to community group and has built up good relationships enabling better signposting for families in need

Externally provided programmes:

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Bug Club Ultimate (online reading and phonics programme)	Pearson
Purple Mash (computing programme)	2Simple
Racing to English (EAL online programme)	LCP