

Forest Academy's Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	195
Proportion (%) of pupil premium eligible pupils	66%
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 2022
Date on which it will be reviewed	May 2023
Statement authorised by	Swabra Lloyd
Pupil premium lead	Eileen Wray
Governor / Trustee lead	Lizzie Parkes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,359
Recovery premium funding allocation this academic year	£19,282
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	£183,641

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, which can have a detrimental impact on reading comprehension and writing.
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
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<p>Improve oral, language and reading skills for PP children</p>	<p>By 2024 PP achievement in EYFS GLD will match or exceed national and the gap between PP and non-PP pupils will be reduced.</p> <p>End of key stages there will be no identified significant gaps in reading between PP and their peers</p> <p>By 2022 the number of PP children that pass the phonics test in Year 1 matches or exceeds national and is maintained.</p>
<p>Curriculum design and enrichment activities raise aspirations for PP children</p>	<p>Children are able to talk confidently about their learning and the wider global curriculum.</p> <p>PP children demonstrate good attitudes to learning and have raised aspirations for their future.</p> <p>There is good participation in a wider range of cultural, sporting and creative activities and after school clubs by PP children.</p>
<p>PP and SEND pupils are supported well to make good progress in their learning (EAL pupils currently achieve well at the end of KS2)</p>	<p>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.</p>
<p>Ensure support, advice and signposting of external agencies is available to all families.</p>	<p>All families are informed of the signposting support provided by the school and feel empowered to seek advice.</p> <p>Parent relationships with the school improve especially engagement by hard-to-reach parents</p> <p>Parents of PP pupils engage more fully in whole school activities.</p>
<p>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.</p>	<p>PP children and their families will have an increased awareness of self-regulation strategies to support their mental wellbeing.</p> <p>Physical and mental wellbeing of all pupils is well supported within the school. Pupils are happy and keen to attend school.</p> <p>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.</p>
<p>The attendance and punctuality of pupil premium children is below that of non-pupil premium children</p>	<p>By 2024, there will be no significant gap between PP and non-PP pupils in attendance and persistent absence for PP children will be below 10%.</p>

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: £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Continuing Professional Development (CPD) to secure quality 1st teaching across the school.</p> <p>Rigorous monitoring ensures the staff have the skills and knowledge required to meet the needs of their pupils.</p> <p>Professional development is given with a focus on Metacognition and growth mindset (Limitless Mind – Jo Boaler)</p>	<p>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)</p> <p>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.</p> <p>Metacognition and self-regulation approaches have consistently high levels of impact. EEF, Teaching and Learning toolkit, 2018)</p>	1, 3, 4
<p>Specialist music tuition across the school with a focus on increasing pupil engagement, collaboration and self-confidence when performing.</p>	<p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. EEF, Teaching and Learning toolkit, 2018)</p>	
<p>SENCO to support early intervention of identified needs, and modelling strategies and providing tailored CPD for EYFS staff and guidance for parents.</p>	<p>Early interventions have a positive impact on low-income families and is effective in narrowing the attainment gap between disadvantaged children and their peers.</p> <p>(EEF, Teaching and Learning toolkit, 2018)</p>	1,3
<p>Individual Education Plans (IEPs) for all SEND pupils and those eligible for PP funding are reviewed by the SENCO and regularly reviewed with parents.</p> <p>Parents are supported to understand the needs of their child through regular workshops and parent coffee mornings</p>	<p>Experience and research show that breaking down learning into small steps supports learning of the least able.</p> <p>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’s learning targets in the home feel empowered and a partner in their child’s success.</p> <p>(EEF, Teaching and Learning toolkit, 2018)</p>	1,3,4

<p>CPD for staff on bespoke SEND needs of pupils-class teachers and LSAs</p> <p>SEND weekly PPA support where needed to support teachers in planning to meet the needs of SEND pupils within their class/phase.</p> <p>SENCO to support Medium Term Plans days</p>	<p>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.</p> <p>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</p>	<p>1,3, 4</p>
<p>A structured CPD reviewing the practice of early reading.</p> <p>Phonics team to model/ team teach/ review/ evaluate early reading and phonics from reception-year 2, including the introduction of a new Systematic Synthetic Phonics to new members of staff – Little Wandle from Autumn 1.</p> <p>Ensuring the school secures sufficient resources to teach effectively.</p>	<p>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)</p>	<p>1,3,4</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>	<p>1</p>

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

Budgeted cost: £55,000

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>	<p>1,3</p>

Educational Psychologist and Speech and Language - Targeted support and intervention for children on caseload who are PP and SEND	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)	3,4
School Based Tutoring of targeted PP children with gaps in knowledge and skills caused by periods of CV19 lockdown.	Evidence shows that small group tuition is effective. This arrangement enables the tutor to focus exclusively on a small number and is often provided to support lower attaining learners. (EEF, Teaching and Learning toolkit, 2018)	1,3
Place2Be Counselling 2 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: £61,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil and Family Support Worker 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. Previous strategies have shown that consistent engagement of PFSW 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 strategies to improve the behaviour and attitudes of their child at	4,6

	home. This also includes directing parents towards external courses and workshops available in the Croydon borough- often via social services.	
Enrichment and extracurricular activities, including chess, forest school and orienteering improve mental and physical health	<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
External links with businesses, secondary schools and further education establishments e.g. universities and colleges to promote and raise aspirations	<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 pupils to help set aspirations of achievement beyond those experienced in their domestic lives.</p>	2,4

Total budgeted cost: £184,000

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 2021 to 2022 academic year.

Summer Term 2022

1. Improve oral, language and reading skills for PP children

The focus on developing oracy, improving the teaching of phonics, creating a vocabulary-rich environment and continuing with the whole class reading strategy has had a positive impact on outcomes for disadvantaged pupils.

Reading

- Whole staff training on Little Wandle Phonics and the purchase of the scheme reading books to support early reading ensured high quality teaching and pupils were given reading books that accurately matched their phonic skills, thereby improving progress and engagement in reading.
- Teaching of phonics is consistently of a high standard and staff have benefited greatly from ongoing CPD throughout the year.
- A Challenge Partners Review (Jun 2022) commented that ‘in a Reception class, during a phonics session, the teacher used questioning to establish cross-curricular links, enabling children to gain a deeper understanding of subject-specific vocabulary.’

- Ofsted (Feb 2022) stated that, ‘leaders prioritise reading. Pupils start learning the sounds letters make from the beginning of the Reception Year. Phonics ‘masterclass’ sessions are held every morning before school. Pupils who need to catch up with their reading are invited to these sessions. This is having a positive impact on pupils’ phonics knowledge. Leaders trained all staff in the new phonics programme last term. This means that most staff have the expertise to teach phonics well.’
- The school’s latest Ofsted (Feb 2022) also states that leaders ‘have ensured that whole-class reading sessions happen every day. These sessions focus on developing pupils’ speaking and understanding. Teachers model the use of sentence starters to answer questions fully. As a result, pupils talk about their learning with clarity and confidence.’
- There is a clear phonics tracking system in place. Groups are regularly reviewed. A morning phonics masterclass was in place throughout the year for Years 1 and 2 pupils. 85% of the pupils who attended passed the phonics screening check.
- 83% of disadvantaged pupils in Year 1 passed the phonics screening check, which is in line with all pupils nationally. This is a significant increase on the previous year (43%). 89% passed in Year 2.
- Breakfast masterclasses and daily “keep up” sessions for the lowest 20% in KS1 improved pupils’ phonic scores and transition into school with 83% of disadvantaged pupils achieving the expected standard, which is in line with all pupils nationally.
- Attainment in reading at the expected standard for disadvantaged pupils was in line with or above the national average for all pupils at the end of both Key Stage 1 - 72% (68% nationally) and Key Stage 2 - 76% (74% nationally).

Language and Oracy

- 11 children in Reception participated in the NELI programme. 8 of the children achieved the Good Level of Development. Of the 3 children who did not, 1 met the expected standard in listening and understanding and 2 met the standard in speaking
- ‘Teachers model the use of sentence starters to answer questions fully. As a result, pupils talk about their learning with clarity and confidence. Pupils in Year 1, for instance, were able to explain why they like Gustav Klimt, and how they used his style to create their own line drawings.’ - (Ofsted 2022)
- The school is vocabulary rich. A focus on developing pupils’ written and oral skills was observed across the school. In a Year 3 English lesson, pupils visibly applied ‘terrified’ and other synonyms to describe how scared a character from the text was feeling. Similarly, a Year 6 boy accurately explained how a Syrian refugee could be described as ‘traumatised.’ - Challenge Partners Review 2022

2. Curriculum design and enrichment activities raise aspirations for PP children

- A full schedule of educational visits and visitors took place, including a residential visit to a working farm in Somerset for Years 5 and 6.
- The global curriculum is fully embedded. “Behaviour for learning is of the highest order in all classrooms. Pupils’ engagement in their lessons is closely attributable to the exciting learning experiences their teachers provide. One pupil emphasised the quality of the teaching and learning by saying, ‘We get a great education here.’” (Challenge Partners QA Review June 2022)
- 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.
- Statutory outcomes for disadvantaged pupils that are in line with or above national for all pupils nationally prepare them to succeed in the next phase of their education.
- Half termly medium term plans show engaging hooks involving educational trips/visitors.
- Termly pupil progress meetings measure pupils’ progress and attainment and highlight those who are at risk of not reaching their targets, so that timely interventions or adjustments to teaching can be put in place.

3. PP and SEND pupils are supported well to make good progress in their learning (EAL pupils currently achieve well at the end of KS2)

- “Pupils with special educational needs and/or disabilities are successfully enabled to learn the same curriculum as their peers. Teachers adapt the curriculum and break down learning into smaller steps.” - Ofsted 2022
- More accurate identification of SEN pupils enables their needs to be better addressed through timely, high quality interventions.
- LSA timetables are regularly reviewed to respond to the changing needs of the pupils and maximise impact on progress and attainment.

4. Ensure support, advice and signposting of external agencies is available to all families.

- The highly skilled Regional Family Support Lead has built good working relationships with a growing number of community and charitable organisations enabling better signposting for families in need.
- Relationships are strengthened with the school community by providing a programme of workshops and coffee mornings throughout the year to enable PP parents to support their child’s academic and emotional development.
- The weekly newsletter contains contact information for a number of local and national organisations that families can turn to in times of need.

5. 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.

- Targeted pupils benefit from a range of support from mental health interventions such as Draw and Talk, Place 2 Be one to one counselling and group work as evidenced by their ability to better regulate their emotions and behaviour and articulate their feelings through the introduction of initiatives such as zones of regulation.
- Enrichment and extracurricular activities are well attended by disadvantaged pupils, leading to improved mental and physical health.
- Easter and Summer holiday club – school opened 4 days a week during the school holidays. This was free for disadvantaged pupils and ensured they had access to a safe place to play as well as a hot, nutritious meal daily. Up to 27 pupils attended the holiday club.
- Pupils have a good understanding of what it means to be mentally and physically active. Some of the core texts support learning in these areas.
- Weekly assemblies on the core value of resilience support pupils to develop appropriate skills and strategies.

6. The attendance and punctuality of pupil premium children is lower than that of non-pupil premium children.

- Follow-up for non attendance is rigorous and resulted in persistent attendance being below national for all pupils at 9.7%.

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
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Bug Club Ultimate (online reading and phonics programme)	Pearson
Purple Mash (computing programme)	2Simple
Racing to English (EAL online programme)	LCP
Times Tables Rock Stars	