

Forest Academy's Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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	188
Proportion (%) of pupil premium eligible pupils	61% (115 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	October 2024
Date on which it will be reviewed	May 2025
Statement authorised by	Clare Dennis
Pupil premium lead	Justyna Cross
Governor / Trustee lead	Lizzie Parkes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,120
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	£176,120

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 disadvantaged pupils to value and benefit from their education. We aim for the attendance of our disadvantaged pupils to remain at least in line with national figures and to close the gap between disadvantaged pupils and non- disadvantaged pupils 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. Disadvantaged pupils' 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 disadvantaged pupils 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 disadvantaged pupils 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 20% of the disadvantaged pupils have English as an additional language, 16% 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	Disadvantaged children often have significant social and emotional needs and fewer strategies for maintaining positive mental and physical health.
6	The attendance and punctuality of disadvantaged children is lower than that of non-disadvantaged children. 94.6% PP vs 98.3% Non PP. 20 PA children, 18 of these are PP.

Intended outcomes:

Intended outcome	Success criteria
Improve oral, language and reading skills for disadvantaged pupils children	By Summer 2027, disadvantaged pupils' achievement in EYFS GLD will match or exceed national and the gap between disadvantaged pupils and non-disadvantaged pupils will be reduced. End of key stages there will be no identified significant gaps in reading between disadvantaged pupils and their non-disadvantaged peers By 2027 the number of disadvantaged pupils that pass the phonics test in Year 1 matches or exceeds national and is maintained. Baseline data: GLD 2024- disadvantage 61% , national 67% gap 30% (dis 61%and non-dis 91%) 2024 End of key stage 1 reading- dis 67%, other 77%, 10% gap 2024 End of key stage 2 reading - dis 75%, other 85%, 10% gap 2024- Year 1 disadvantage passing phonics - 79%, national 79%
Curriculum design and enrichment activities widen the aspirations for disadvantaged pupils children and supports strong oracy skills	Children are able to talk confidently about their learning and the wider global curriculum. Disadvantaged pupils demonstrate good attitudes to learning and have raised aspirations for their future. There is good participation in a wider range of cultural, sporting and creative activities and after school clubs by disadvantaged pupils.
Disadvantaged pupils 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 disadvantaged pupils 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 and feel empowered to seek advice. Parent relationships with the school improve especially engagement by hard-to-reach parents Parents of disadvantaged pupils engage more fully in whole school activities.

<p>Disadvantaged pupils have appropriate strategies to support their mental health and resilience.</p> <p>Disadvantaged pupils and parents have an understanding of healthy eating and appropriate exercise.</p>	<p>Disadvantaged pupils 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.</p>
<p>The attendance and punctuality of pupil premium children is below that of non-pupil premium children</p>	<p>By 2027, there will be no significant gap between disadvantaged pupils and non-disadvantaged pupils' attendance and persistent absence for disadvantaged pupils will be below 10%. Attendance for disadvantaged pupils will be broadly in line with national. PA will be below national.</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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Continuing Professional Development (CPD) to secure quality 1st teaching across the school. Rigorous monitoring ensures the staff have the skills and knowledge required to meet the needs of their pupils.</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>1, 3, 4</p>
<p>Professional development is given with a focus on Metacognition and growth mindset (Limitless Mind – Jo Boaler)</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact. EEF, Teaching and Learning toolkit, 2018)</p>	

<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 disadvantaged SEND pupils is 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</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 SEND weekly support where needed to support teachers in planning to meet the needs of SEND pupils within their class/phase.</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 disadvantaged pupils that receive tailored support make more progress due to specific strategies for those children</p>	1,3, 4
<p>A structured CPD reviewing the practice of early reading. Phonics team review and evaluate early reading and phonics from reception-year 2.</p> <p>Ensure 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>	1,3,4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group interventions e.g. daily breakfast masterclasses for phonics, 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>
<p>Educational psychologist and speech and language - targeted support and intervention for children on caseload who are disadvantaged 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>	<p>3,4</p>
<p>School based tutoring of targeted disadvantaged pupils with gaps in knowledge and skills caused by periods of CV19 lockdown.</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 provided to support lower attaining learners. (EEF, Teaching and Learning toolkit, 2018)</p>	<p>1,3</p>
<p>One to one counselling and group sessions from the mental health support team and Croydon Drop In 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.</p>	<p>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)</p>	<p>4,5</p>

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil and Family Support Worker (PFSW) and FA Attendance Officer (JP), alongside senior leaders and the educational welfare officer (EWO), target disadvantaged pupils who are regular absentees and those who are at risk of becoming regular absentees</p>	<p>Current data from the school shows that disadvantaged pupils have a higher rate of absenteeism. Previous strategies have shown that consistent engagement of PFSW, JP and EWO at an early stage with parents has significantly improved attendance.</p>	<p>4,6</p>
<p>ELSA to work with disadvantaged pupils with a focus on learning behaviours</p>	<p>Historical evidence within school shows that disadvantaged pupils with social and emotional needs who work closely with specialist LSAs are able to engage more with their learning and have an increased positive attitude towards themselves and their learning.</p>	<p>4,6</p>
<p>Targeted parental engagement sessions for disadvantaged pupils' families with a focus on how to support their children's academic and emotional development.</p>	<p>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)</p> <p>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 home. This also includes directing parents towards external courses and workshops available in the Croydon borough- often via social services.</p>	<p>4,6</p>
<p>Enrichment and extracurricular activities, including chess, improve 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>	<p>2,4</p>

<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 disadvantaged pupils to help set aspirations of achievement beyond those experienced in their domestic lives.</p>	<p>2,4</p>
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Total budgeted cost: £176,120

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
Purple Mash (computing programme)	2Simple
Times Tables Rock Stars	
IDL	
CENTURY	
Kapow	
Widgit	
PIXL	