

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	186
Proportion (%) of pupil premium eligible pupils	61% (113 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	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by Pupil Premium Lead	Swabra Lloyd, Headteacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,680
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	£169,680

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 exceed the 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 school entry. 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 vocabulary, reading comprehension and writing.

3	28% of disadvantaged pupils speak English as an additional language, and 30% of disadvantaged pupils have special educational needs and/or disabilities (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. 93% PP vs 96% Non PP. 19 PA children, 18 of whom are PP

Intended outcomes

Outcome	Success criteria
Improve oral, language and reading skills for disadvantaged pupils children	<p>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.</p> <p>End of key stages there will be no identified significant gaps in reading between disadvantaged pupils and their non-disadvantaged peers.</p> <p>By 2027 the number of disadvantaged pupils that pass the phonics test in Year 1 matches or exceeds national and is maintained.</p> <p><i>2024 Academic Year Baseline Data</i></p> <ul style="list-style-type: none"> • <i>GLD: The disadvantaged attainment was 61%, compared to 91% for non-disadvantaged pupils. This resulted in an explicit gap of 30%. The national GLD was 67%.</i> • <i>End of Key Stage 1 Reading: Disadvantaged pupils achieved 67% at the expected standard, compared to 77% for other (non-disadvantaged) pupils, leading to a 10% gap.</i> • <i>End of Key Stage 2 Reading: Disadvantaged pupils achieved 75%, while other pupils achieved 85%, resulting in a 10% gap.</i> • <i>Year 1 Phonics: The disadvantaged pass rate was 79%, which matched the stated national figure of 79%.</i>
Curriculum design and enrichment activities widen the aspirations for disadvantaged pupils children and supports strong oracy skills	<p>Children are able to talk confidently about their learning and the wider global curriculum.</p> <p>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.</p>
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)	<p>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.</p>

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.
Disadvantaged pupils have appropriate strategies to support their mental health and resilience. Disadvantaged pupils and parents have an understanding of healthy eating and appropriate exercise.	Disadvantaged pupils 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.
The attendance and punctuality of pupil premium children is below that of non-pupil premium children	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 the national.

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: £76,356 (45%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Continuing Professional Development (CPD) to secure quality 1 st teaching across the school. Rigorous monitoring ensures the staff have the skills and knowledge required to meet the needs of their pupils.	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
Professional development is given with a focus on 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) 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.	3

<p>Specialist music tuition across the school with a focus on increasing pupil engagement, collaboration and self-confidence when performing.</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>2</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 are effective in narrowing the attainment gap between disadvantaged children and their peers. (EEF, Teaching and Learning toolkit, 2018)</p>	<p>1,3</p>
<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. (EEF, Teaching and Learning toolkit, 2018)</p>	<p>1,3,4</p>
<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>	<p>1,3, 4</p>
<p>A structured CPD reviewing the practice of early reading. The Phonics team reviews and evaluates early reading and phonics from reception to Year 2.</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>

Ensure the EYFS team are consistently promoting language development with speaking and listening skills.	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.	1
--	--	---

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

Budgeted cost: £59,388 (35%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions e.g. daily breakfast masterclasses for phonics, KS1 and KS2.	Research shows that intensive individual or small group tuition is effective for accelerating progress for lower attaining groups. (EEF, Teaching and Learning toolkit, 2018)	1,3
Educational psychologist and speech and language - targeted support and intervention for children on caseload who are disadvantaged 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 disadvantaged pupils with gaps in knowledge and skills.	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
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.	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: £33,936 (20%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Pupil and Family Support Worker (PFSW) and FA Attendance Officer, 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>

Externally provided programmes:

Programme	Provider
Purple Mash (computing programme)	
Times Tables Rock Stars	
IDL	
CENTURY	
Kapow	
Widgit	
PiXL	
Charanga	
2Simple	
Palace for Life (Crystal Palace Foundation)	
Chess in Schools and Communities	
Croydon Music and Arts	

Part B: Review of the previous academic year (2024-25)

Outcomes for disadvantaged pupils

This review evaluates the impact of Pupil Premium funding by analysing the attainment and progress of disadvantaged pupils across the 2024–25 academic year. Evidence draws on 2025 national assessment outcomes, internal formative and summative information, and wider school data on attendance, behaviour, and well-being. External indicators from the IDSR and ASP also inform this analysis, providing a comprehensive picture of disadvantaged pupils' performance.

School Context (2024/2025)

Forest Academy had approximately 190 pupils on roll. The school's context continues to present a number of challenges that shape the deployment of Pupil Premium funding:

- 61.1% of pupils (113) were eligible for Pupil Premium, well above the national figure of 26.3%.
- 21.6% of pupils were supported through SEN, also well above the national average.
- A stability rate of 65.9% (national 84.3%) reflects high mobility, which has a direct impact on early reading and continuity of learning.
- 34.2% of pupils spoke English as an Additional Language, above the national average.

This context supports the continued emphasis on targeted early literacy, high-quality teaching, strong pastoral support, and attendance-focused intervention.

Outcomes for Disadvantaged Pupils (2024–2025 Statutory Assessment Data)

Key Stage 2

Key Stage 2 outcomes demonstrate the effectiveness of Pupil Premium provision, reinforced by targeted academic support, structured literacy approaches, and ongoing teacher development.

- **RWM Expected Standard:** 76% of disadvantaged pupils achieved the expected standard, a 14% improvement on the previous year. This is significantly above the national disadvantaged rate (47%) and 7% above national non-disadvantaged pupils (69%).
This improvement reflects the impact of targeted, evidence-based interventions and sustained Continuing Professional Development (CPD), which strengthened the consistency and quality of teaching across the school.
- **Writing Expected Standard:** 86% of disadvantaged pupils achieved the expected standard—well above the national disadvantaged rate (59%). This reflects the impact of high-quality teaching, regular monitoring, and structured writing sequences.
- **Reading Expected Standard:** 76% achieved the expected standard, above the national disadvantaged rate (63%). The –4 percentage point gap compared to national non-disadvantaged pupils reflects both mobility and increasing need for ongoing language development.
- **Mathematics Expected Standard:** 76% met the expected standard, above the national disadvantaged rate (61%).
The continued use of Century AI to support personalised practice and targeted teaching contributed to this outcome, particularly in improving fluency and recall.
- **EGPS Expected Standard:** 71% achieved the expected standard, broadly in line for this group nationally. Gaps to national non-disadvantaged pupils widened, highlighting emerging need for further targeted curriculum refinement.
- **Higher Standard (RWM):** 7% achieved the higher standard, broadly in line with national.

Other Statutory Measures (2025)

- **Year 4 MTC:** 53% of disadvantaged pupils scored 25, a 19% rise from the previous year. The strategic use of Times Table Rock Stars provided targeted support and consistent retrieval practice.
- **Phonics:** 71% of disadvantaged pupils passed the Year 1 screening check. This sits below national expectations and reflects the impact of mobility. The school's continued emphasis on phonics through Little Wandle and enriched vocabulary instruction remains crucial.
- **EYFS GLD:** 75% of disadvantaged pupils achieved the Communication and Language ELG, a 14% increase from 2024. Early language development was strengthened through sustained oracy work, modelling, and high-quality adult interactions. Four disadvantaged pupils with additional SEND needs did not achieve GLD.

Impact on Behaviour, Attendance and Well-being

- **Attendance and Persistent Absence**

The school's attendance strategy—driven by the Attendance Officer, Pupil and Family Support Worker, Educational Welfare Officer and initiatives such as Beat the Bell—continues to have a positive impact.

- FSM6 attendance: 94.0%, above the national FSM6 average (92.6%).
- FSM6 persistent absence: 15.2%, significantly below the national rate (24.4%).

These outcomes highlight the effectiveness of personalised casework, regular communication with families and preventative measures.

- **Behaviour and Well-being**

Embedding Social and Emotional Learning (SEL) and Nurture UK's six principles has had a marked positive effect on disadvantaged pupils:

- Staff observed increased emotional regulation, confidence, and resilience.
- Behaviour incidents declined across the year, supported by consistent use of the Zones of Regulation and targeted SEMH intervention.
- The school's use of Boxall Profiles to identify and track needs, combined with support from Croydon Drop In Mental Health Support Teams and behaviour mentor check-ins, strengthened provision.
- Suspensions reduced to 0% in 2024/25.

These strategies have helped create a more regulated, emotionally secure learning environment for disadvantaged pupils.

Evaluation of Strategy Effectiveness and Areas for Improvement

The 2024–2025 review confirms that Pupil Premium funding has been used effectively to raise attainment, reduce barriers and improve well-being. High-quality teaching, targeted interventions, structured literacy approaches, nurture-based provision and strengthened attendance systems all contributed to the strong outcomes achieved.

Refined Priorities for the 2024–2027 Strategy

1. **Addressing Subject-Specific Gaps and Increasing GDS:**
While overall attainment is strong, the attainment gap with national non-disadvantaged pupils widened in Reading, Mathematics, and EGPS. Strengthening challenge, higher-order reasoning, and opportunities for depth remains a priority.
2. **Improving Early Reading and Phonics:**
The phonics pass rate for disadvantaged pupils (71%) remains below expectations. Mobility continues to disrupt early literacy acquisition. Continued emphasis on Little Wandle, enriched vocabulary instruction, and oracy development is essential.
3. **Strengthening Support for Disadvantaged Pupils with SEND:**
The importance of early identification, adaptive teaching, and targeted intervention is evident. Continued use and expansion of NELI and Boxall Profiles will support this work.

Summary

The Pupil Premium strategy for 2024–2025 had a strong and measurable impact on disadvantaged pupils' attainment, attendance, well-being, and engagement. KS2 attainment for disadvantaged pupils exceeded

national averages for both disadvantaged and non-disadvantaged pupils in key measures, demonstrating the effectiveness of high-quality teaching, targeted academic intervention, nurture-based provision, and personalised attendance work. The school will now build on these foundations to further reduce internal gaps and ensure disadvantaged pupils continue to achieve highly.

Programme	Provider
MHST allocations to children who are in need of extra support for mental health, anxiety and behavioural support. Impact is that more children are being supported from their starting points and that parents are willing to engage in services which further supports them support their children	Croydon Drop In
Educational Psychologists targeted support for pupils with SEND, behaviour and mental health needs. Impact is that children are accessing an education to meet their needs, this has had a positive effect on behaviour and academic progress. Additional support is planned for.	Psychology First
Sports coaching for afterschool clubs to provide a range of sports experiences (gymnastics, football and multi sports)	Palace for Life (Crystal Palace Foundation)
Little Wandle Phonics and Reading Fluency	Little Wandle
Century AI-powered personalised teaching and learning	Century Tech
Boxall Profiles to track SEN children	Nurture UK