

Forest Park Primary School

Acknowledging barriers for future attainment

Academic barriers to attainment	External barriers to attainment
To further embed strategies to improve language proficiency across the school.	To embed strategies to further improve pupils' punctuality and attendance and their social and emotional wellbeing.
To continue to develop QFT of Maths across the school.	To continue to raise aspirations of pupils, parents and families.
To further improve pupils' writing skills	

Funding Summary: Year 1 2020-2021					
Pupil numbers	467	Number of pupils eligible for PPG	148	Actual PP budget	£199,060
Funding summary: Year 2 2021-2022					
Estimated pupil numbers	468				
Estimated number of pupils eligible for PPG	153				
Estimated funding	£205,785				
Funding summary: Year 3 2022-2023					
Estimated pupil numbers	468				
Estimated number of pupils eligible for PPG	155				
Estimated funding	£208,475				

Intervention	To identify Curriculum Champions, provide relevant CPD to enable them to effectively coach and mentor staff.		
Category	Teaching		
Intended outcomes	Improve the quality and consistency of teaching across the curriculum.	Success criteria	Confident and competent curriculum leaders delivering QFT. Improved outcomes for all learners.
Staff lead	SV		
Implementation	Year 1:-2020-2021 <ul style="list-style-type: none"> ● CPD – aspects of monitoring ● Working with 5 colleagues individually (AH, CL, LM, HC, SC, KS) ● 3 rounds of monitoring ● Increasing the sharing of good practice, manage availability 	Year 2: 2021-2022 <ul style="list-style-type: none"> ● Timetable of monitoring (SV) ● Paired approach ● Coaching process of CCs ● Curriculum Champions will be mentoring and coaching less experienced teachers ● CCs leading PDMs 	Year 3: 2022-2023 <ul style="list-style-type: none"> ● Lead CC to create monitoring timetable ● Lead CC oversee the monitoring ● Report back to SLT and governors ● All teachers are experts in their curriculum area ● CCs to support new or less experienced leaders ● Evaluate impact of leadership (SV and SLT)
Light-touch review notes April 2021	Monitored with whole staff and identified CC potential (as detailed above) Subject leadership training completed by SV		
Light-touch review overall assessment			

Intervention	To further develop the consistency of teaching and learning in Maths		
Category	Teaching		
Intended outcomes	To further improve the teaching and learning in Maths to maximise pupils' outcomes.	Success criteria	Teachers have secure subject knowledge and identify gaps and plan for and support pupils as applicable. Pupils including those who are disadvantaged enjoy Maths and are making good progress.
Staff lead	SC		
Implementation	Year 1: 2020-2021 <ul style="list-style-type: none"> ● Review cycle: priorities regarding CPD for staff ● Monitoring CPD ● Produce and launch Calculation policy ● Review curriculum intent overview ● Non-negotiables package and make staff aware of these ● Use of assessment tool to inform interventions and planning ● Provide CPD for HC and EYFS staff ● Co-planning with EY staff ● Knowledge of KS3 and develop relationships with secondary colleagues 	Year 2: 2021-2022 <ul style="list-style-type: none"> ● Review cycle: priorities regarding CPD for staff ● Monitoring CPD ● Embedding non-negotiables ● Monitoring of the curriculum to ensure it is consistently implemented ● Co-planning happening between primary and secondary colleagues ● EY teachers are implementing the pedagogy from Year 1 ● Further develop the skills and confidence of HC and co-plan with teachers / monitoring and evaluating the Maths curriculum 	Year 3: 2022-2023 <ul style="list-style-type: none"> ● Maintain links between primary and secondary colleagues; sharing resources, planning tools, strategies ● Support Maths lead is co-planning with teachers and monitoring and evaluating the Maths curriculum ● Evaluating the impact of non-negotiables ● Re-evaluate the curriculum coverage.
Light-touch review notes April 2021	Calculation policy completed CPD completed for EYFS and 1 session of fraction CPD. Online learning completed during lockdown		

Light-touch review overall assessment			
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Intervention	Read Write Inc		
Category	Teaching		
Intended outcomes	To further develop the Read Write Inc program, accessing training and intense support through TLIF funding to improve phonics score with a specific focus on disadvantaged pupils	Success criteria	To develop leadership and independence of RWI. For the attainment gap in RWI to close.
Staff lead	RH		
Implementation	<p>Year 1 - 2020-2021 Final Year of TLIF funding Succession planning for staff absence</p> <ul style="list-style-type: none"> • RH to hand over leadership of RWI to KA, who will have direct support from RI. • KA to develop leadership role, conducting assessments and organising groups in line with COVID restrictions. • All RWI staff have a secure knowledge of the teaching of RWI • The year 1 phonic check result will be above 80% • Over 80% of children will have reached the phonics pass mark. • 66% of chn will be on track or above autumn expectation in RWI for Yr 1 	<p>Year 2 - 2021-2022 First year independent of TLIF funding</p> <ul style="list-style-type: none"> • 2 leaders across the school fully trained and able to coordinate RWI. • RWI to run without external support from RI. • Continue to resource RWI well. • Working with parents to improve knowledge of phonic development and reading skills. • All class teachers are skilled in assessing phonic knowledge of new arrivals and children working outside of the year group expectations. 	<p>Year 2 - 2022-2023 Second year independent of TLIF funding</p> <ul style="list-style-type: none"> • 2 leaders across the school fully trained and able to coordinate RWI. • RWI to run without external support from RI. • Continue to resource RWI well. • Continue working with parents to improve knowledge of phonic development and reading skills. • Continue to upskill class teachers in assessing phonic knowledge of new arrivals and children working outside of the year group expectations.

	<ul style="list-style-type: none"> • 65% of chn will be on track or above autumn expectation in RWI for reception • RH/KA to support other teachers in completing baseline assessments, particularly for new arrivals. 		
Light-touch review notes April 2021	<p>Regular meetings with RI who is pleased with work done. Year 1 assessments completed by KA. Support for new staff provided by KA or Ruth Miskin training materials. 35/57 (61%) Y1 at set 3 (word level reading) Year 1 currently has 33% of children on track in RWI. (Word and sentence level reading) Reception currently has 15% of children on track in RWI.</p>		
Light-touch review overall assessment			

Intervention	Writing		
Category	Teaching		
Intended outcomes	To raise attainment in English across the school. The English curriculum enables the best progress for all pupils.	Success criteria	Gap will close between disadvantaged and non disadvantaged children in writing attainment and progress.

Staff lead	KS		
Implementation	<p>Year 1 – 2020-2021</p> <ul style="list-style-type: none"> ● Teachers demonstrate secure understanding in their knowledge of the teaching of writing. ● Transcription skills are taught effectively and include the distinct teaching of grammar, punctuation, spelling and handwriting. ● Teaching of English is consistently good across the school showing teachers using a range of strategies including modelling and supported practice to teach effectively. ● Pupils develop (through extensive practice) transcription and composition skills which are clearly demonstrated in examples of sustained writing across the school. ● Children make good if not accelerated progress from their starting point. 	<p>Year 2 – 2021-2022</p> <ul style="list-style-type: none"> ● As Year 1, including: ● Teachers effectively use AfL to inform and adapt teaching to suit pupils needs, making teaching more efficient and improving outcomes for all pupils. ● Toolkits and proof-reading strategies are introduced to staff and children to improve writing. Children are trained in making use of these aids to edit and proof-read theory own and peers writing. ● Assessment of writing is manageable, accurate and effective in identifying children current attainment and next steps. ● From Spring 1 teachers will follow the new long term plans to ensure children have the opportunity for consolidation of text types. 	<p>Year 3 – 2022-2023</p> <ul style="list-style-type: none"> ● As Year 2, including: ● Toolkits and proof-reading strategies are used effectively by staff and children to improve their own and others writing. ● Teachers effectively use AfL to inform and adapt teaching to suit pupils needs, making teaching more efficient and improving outcomes for all pupils. ● The use of the new LTP shows progression across year groups and retention of text types taught. ● Assessment of writing is manageable, accurate and effective in identifying children's current attainment and next steps.
Light-touch review notes April 2021	Teachers have had several staff meeting training sessions to support them in developing their knowledge of the teaching of writing. Ideas and strategies have been trialled and feedback has been given.		

	<p>The teaching of spelling and handwriting is embedded through the RWInc Spelling and Nelson handwriting programmes. Grammar and punctuation teaching are being taught in context throughout English lessons.</p> <p>Teaching in the new approach has been stalled by school closure, but staff are now ready to begin. This will be monitored by the English team this term.</p>		
Light-touch review overall assessment			

Intervention	To use data to identify pupils who are not making expected progress and deliver the relevant intervention.		
Category	Targeted academic support 1		
Intended outcomes	Accelerate progress through quality, short-term intervention.	Success criteria	Gaps have closed and progress is evident. Where the intervention is ineffective, appropriate routes are identified.
Staff lead	HS		
Implementation	<p>Year 1: 2020-2021</p> <ul style="list-style-type: none"> ● Staff CPD on interventions ● Ongoing data support for staff ● TA has received training on using data to inform delivery of support ● TA are recording data on the effectiveness of intervention (Start and end data) ● All interventions are fully resourced 	<p>Year 2: 2021-2022</p> <ul style="list-style-type: none"> ● Staff will identify and target academic support using the data available ● Staff will be selecting appropriate interventions to close the gap ● Through liaison with HS, staff are delivering or directing interventions 	<p>Year 3: 2022-2023</p> <ul style="list-style-type: none"> ● TAs are recording interventions on Insight ● Good practice is being shared by CTAs across the school and the MAT ● TAs have developed a toolkit of strategies and resources ● Flipped roles of teachers and TAs meaning academic

	<ul style="list-style-type: none"> • Signpost TAs to good practice and the model of Champion TAs 	<ul style="list-style-type: none"> • Support staff are proactive in ensuring intervention resources are intact • Identify and provide training for Champion TAs • Training on recording interventions on Insight 	interventions are being delivered by teachers
Light-touch review notes April 2021	Autumn term interventions were planned, but were severely affected in some year groups by bubble closures. January lockdown has impacted on interventions. Evidence of remote interventions has been gathered. Summer term plans are in place following assessments to restart interventions and after school tuition.		
Light-touch review overall assessment			

Intervention	Support for New To English (NTE) children, including Racing to English and Flash Academy		
Category	Targeted Intervention Support 2		
Intended outcomes	<p>Program used effectively across school.</p> <p>Staff will offer advice and support to teachers in need.</p> <p>Development of teaching materials, stored in a central space and made accessible to all.</p> <p>Sentence structure will improve in writing in all subject areas due to oral rehearsal of sentences</p>	Success criteria	NTE children will receive appropriate support as they settle into Forest Park, differentiated according to the level of need and speed of acquiring the English Language.
Staff lead	HS		
Implementation	Year 1 – 2020-2021	Year 2 – 2021-2022	Year 3 – 2022-2023

	<ul style="list-style-type: none"> • Children will be able to access independent learning based around their individual language needs. • Peer support will be utilised as children develop the use of R2E resources. • Increased attainment and progress in BELL foundation assessments for children who are New to English • Increased progress in writing for children who have accessed the R2E materials. • Flash Academy resources will enhance NTE children's learning, delivering some content in home language. • Training to be provided to support staff in NTE good practice. 	<ul style="list-style-type: none"> • Staff independently access R2E resources and use these within their classrooms. • NTE children will have independent access to Flash Academy and will be able to use this from home. • All classroom based staff will be confident in supporting NTE children. • Develop leads in Key Stages to troubleshoot resources (R2E and Flash) • Bell Foundation assessments will reflect the progress made through intensive NTE support. 	<ul style="list-style-type: none"> • Remote access to NTE resources will become integrated into daily lessons. • Staff will confidently and accurately assess starting levels as children arrive, and will differentiate lessons accordingly. • Bell Foundation data will inform planning
Light-touch review notes April 202	6 staff members have become the Flash team, and have completed a course with Bell Foundation on supporting NTE children in the classroom. Trial of Flash proficiency assessment, in place of BELL paperwork.		
Light-touch review overall assessment			

Intervention	To further develop pupils' skills to ensure that they are fully prepared for the next stage of transition
Category	Wider strategies

Intended outcomes	To engage pupils and parents to work in collaboration with the school to support their child's aspirations.	Success criteria	SPARKLE values are embedded. Aspirations are instilled and a positive attitude to learning and self-realisation.
Staff lead	SV		
Implementation	Year 1: 2020-2021 <ul style="list-style-type: none"> Continue to build on links made last year with businesses in the community Continue to use the Gatsby benchmark to create a careers programme Develop a Parental Engagement programme and calendar school visits Project days across the whole school to allow opportunity for skills to be applied (summer term) 	Year 2: 2021-2022 <ul style="list-style-type: none"> Termly careers events Review the Gatsby benchmark indicators and re-focus as needed. Create a Learning Together programme with a year group focus (6 weeks) Using skills builder program, which all staff have received training for. Project days across the whole school to allow opportunity for skills to be applied (summer term) Use knowledge and support of governors for project days. 	Year 3: 2022-2023 <ul style="list-style-type: none"> Subject-specific careers opportunities Developing teachers' knowledge of career routes for roles in their subject area Refine and embed the Learning Together programme based on parental input
Light-touch review notes April 2021	Skills builder training - x2 sessions for TAs Monitoring shows limited access due to lockdown Expectations reset for summer term with further training with a focus on speaking and listening skills.		
Light-touch review overall assessment			

Intervention	To further develop pupils' social, emotional and mental health wellbeing to support their readiness to learn.
Category	Wider strategies

Intended outcomes	Pupils will be fit, active, healthy and emotionally well, meaning that they will be able to engage better with learning and prepare for life in modern Britain.	Success criteria	Disadvantaged pupils are healthy and happy, are interesting and interested in school and community life and wider global issues.
Staff lead	SLT, whole school		
Implementation	<p>Year 1: 2020-2021</p> <ul style="list-style-type: none"> • To develop the 5 levers approach to PSHE lessons throughout the academic year. • To use a well being scale to give a whole school representation of children's well being. • To target support resulting from well being survey where needed. • To implement at least weekly access to the well being journals in class. • Whole school supported groups and individual intervention to support those indicating mental health instability. 	<p>Year 2: 2021-2022</p> <ul style="list-style-type: none"> • To have established a consistent approach to surveying and quantifying well being of children. • To have systematic support groups in place where children can be targeted quickly and effectively. • To have established links with mental health support groups in the city who we can access via referral and telephone/email support. • To have a MAT wide approach to supporting children's mental health and well being. 	<p>Year 3: 2022-2023</p> <ul style="list-style-type: none"> • As year 1 and 2, providing consolidation of the work in place. • To have an embedded system of counselling in school where children can receive early intervention. • To support parents and carers in managing the mental health of children, through workshops, advice sessions and online learning.
Light-touch review notes April 2021	Well being survey completed Sept and March. 5 levers used in PSHE curriculum, evidence in floor books. Pupil voice from pupil leadership team has informed activities to improve well being, e.g. art/dt/science days		

Light-touch review overall assessment			
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Intervention	Attendance		
Category	Wider Strategies		
Intended outcomes	Attendance will continue to improve and will be consistently monitored closely.	Success criteria	Attendance of disadvantaged children will improve through careful monitoring and intervention.
Staff lead			
Implementation	<p>Year 1 – 2020-2021</p> <ul style="list-style-type: none"> Attendance of all children will be closely monitored and will be challenged where necessary. Employment of FSW x 2 to take this role for at least half of their allocated work time. Attendance clinic and EWO support will be offered to those struggling to attend school regularly. Fining policy for late collection to be drafted and agreed by the governing body. Requests for holiday forms will be handled directly by the FSW, building relationships with families and providing support in reducing the number of sessions children will be absent. 	<p>Year 2 - 2021-2022</p> <ul style="list-style-type: none"> Attendance of all children will be closely monitored and will be challenged where necessary. Attendance clinic and EWO support will be offered to those struggling to attend school regularly. Requests for holiday forms will be handled directly by the FSW, building relationships with families and providing support in reducing the number of sessions children will be absent. Fining policy for late collection will be implemented. Use inhouse strategies to support parents, for example breakfast club to improve punctuality. Easily accessible, parent friendly information available on the school website. 	<p>Year 3 - 2022-2023</p> <ul style="list-style-type: none"> Attendance of all children will be closely monitored and will be challenged where necessary. Attendance clinic and EWO support will be offered to those struggling to attend school regularly. Requests for holiday forms will be handled directly by the FSW, building relationships with families and providing support in reducing the number of sessions children will be absent.

		<ul style="list-style-type: none"> Child friendly attendance policy created with pupil leadership team 	
Light-touch review notes April 2021	Weekly rigorous monitoring of systems in place, supported by EWO. NB building strong relationships with parents and agencies through proactive and supportive approach Targeted children's attendance has improved.		
Light-touch review overall assessment			

Intervention	Remote / Home Learning and Parental Engagement		
Category	Wider Strategies		
Intended outcomes	To engage parents in home learning, accessing activities and resources digitally.	Success criteria	Engagement from parents in home learning is improved.
Staff lead			
Implementation	Year 1 - 2020-2021 <ul style="list-style-type: none"> Ensure that all families have at least one email address that they can access regularly. This will be used for contact with the class teacher, sharing home learning activities and completed tasks. Monitoring engagement of the majority of pupils (PP, SEND's, New to English, vulnerables) shows more than 70% of pupils are accessing 	Year 2 - 2021-2022 <ul style="list-style-type: none"> A broad curriculum is offered through a range of blended learning opportunities - using a variety of resources. Monitoring engagement of the majority of pupils (PP, SEND's, New to English, vulnerables) shows more than 70% of pupils are accessing remote learning. and staff are intervening where necessary. Quality feedback and interactions are evident. 	Year 3 - 2022-2023 <ul style="list-style-type: none"> Blended learning opportunities become common practice within the teaching day. Learning platforms are maintained to a high standard with learning relevant and accessible for immediate use Develop parent independence in accessing online training and support from staff - parenting groups, e safety, supporting reading and

	<p>remote learning. and staff are intervening where necessary. Gaps in children's learning have not widened on return.</p> <ul style="list-style-type: none"> Children's barriers and SENDs needs are identified and work provided is relevant and accessible to all 	<ul style="list-style-type: none"> Learning platforms are maintained to a high standard with learning relevant and accessible for immediate use. Return fully to the home learning policy where children receive virtual money (£1 per week) for completed home learning. To ensure all families access home learning by incorporating practical activities alongside academic. 	<p>writing can be either delivered face to face supported through online interactions.</p> <ul style="list-style-type: none"> Engagement with home learning will increase.
Light-touch review notes April 2021	Overall engagement in remote learning during the January 2021 lockdown is 77% of the school. Full data analysis can be found in the governor report dated March 2021		
Light-touch review overall assessment			

Intervention	Forest Schools		
Category	Wider Strategies		
Intended outcomes	To provide a comprehensive and engaging Forest Schools curriculum to all children.	Success criteria	Numbers of disadvantaged children accessing forest schools will increase. Children will see SEMH benefits from their involvement in Forest Schools.
Staff lead	KP		
Implementation	Year 1 – 2020-2021	Year 2 - 2021-2022	Year 3 - 2022-2023

	<ul style="list-style-type: none"> ● AH to support EM in Forest School training ● AH to coach EM in Forest School planning, delivery and risk assessments ● EM will complete Forest School portfolio and submit ● Children from KS1 and KS2 to participate in a Forest School session once a week. The focus children are children with self-esteem or behavioural concerns. ● The sessions will have a focus on collaboration (team work), exploration and mutual respect. ● From these sessions, improvements will be made to children's self-awareness and self esteem and how they work with other children. This will be tracked and monitored by EM as part of the portfolio. ● Afterschool club for KS1 	<ul style="list-style-type: none"> ● EM achieves a level three Forest School certificate ● Coaching EM on her return to school to ensure Forest School sessions run in KS1. ● AH and EM to review risk assessments and write new risk assessments in line with new guidance. ● AH to run Forest school sessions in year 6 bubble ● AH to run Forest School sessions across KS2 when possible ● AH to support staff in training of some Forest school games and activities ● AH to monitor delivery of Forest School across the school 	<ul style="list-style-type: none"> ● AH and EM to run Forest school sessions in KS2 and KS1 ● AH to continue to coach EM on the Forest school delivery ● AH to continue to support staff in the delivery of Forest school activities ● AH to monitor the planning and delivery of Forest Schools ● AH/ EM to review risk assessments and write new ones in line with new guidance ● AH to support target staff where needed ● AH and EM to run after school clubs for KS1 AND KS2
Light-touch review notes	COVID restrictions have affected this target. Some actions will be carried over to next year.		
Light-touch review overall assessment			

Intervention	Extra Curricular Activities
Category	Wider Strategies

Intended outcomes	To provide a comprehensive and varied range of extra curricular activities to the whole school.	Success criteria	Numbers of disadvantaged children accessing extra curricular activities will increase.
Staff lead	KP		
Implementation	Year 1 - 2020-2021 <ul style="list-style-type: none"> • A wide range of extra curricular activities will be available to all children. • Support staff and teachers will all deliver at least one 6 week extra curricular club where they will focus on their talents and interests • Engagement of disadvantaged children will be closely monitored and those not engaging will be targeted. • A range of sports activities will be provided by external agency Bee Active • Music service will provide singing sessions for some children. • Report of data provided for governors 	Year 2 - 2021-2022 <ul style="list-style-type: none"> • Variety of extra curricular clubs will be monitored to ensure that not all clubs are of the same genre. • Overall engagement and feedback from children will be monitored closely, with pupil voice taken from a range of disadvantaged pupils. • Engagement in external agency led clubs will be monitored to ensure value for money. • Closing the gap clubs delivered in bubbles to provide targeted support from Reception to Year 6. • Local competition (ttrockstars) • Report of data provided for governors 	Year 3 - 2022-2023 <ul style="list-style-type: none"> • Variety of extra curricular clubs will be monitored to ensure that not all clubs are of the same genre. • Musical clubs will include recorders, choir and song birds, and will be celebrated through performances at city level. • Children will participate in sports tournaments, through Bee Active, city tournaments and MAT competition. • Dance clubs will be celebrated through performance. • Report of data provided for governors
Light-touch review notes April 2021	Extra-curricular clubs had to stop due to COVID restrictions and lockdown, Full schedule is in place for Summer term.		
Light-touch review overall assessment			