

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Forest Park Primary School
Number of pupils in school	467
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-21 2022-23
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Louise Irving Headteacher
Pupil premium lead	Sherin Vorajee Assistant Head teacher
Governor / Trustee lead	Gill Howell- Lead for disadvantaged children.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220580.00
Recovery premium funding allocation this academic year	£23295.00
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	£243875.00

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF.

Our Context

Our school serves one of the most deprived cities nationally. Our local area has an Income Decile of 1, Employment Decile of 1, Education and Skills Decile of 2, an Index of Multiple Deprivation at 1 and Crime at 1.

Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. The challenges are varied and there is no “one size fits all” and we believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Our approach to pupil premium spending is that we prioritise strategies that impact on the majority of our children, however, we specifically consider those pupils who are deemed to be at a disadvantage educationally.

We have a good track record of supporting pupils who need that support the most and we will continue to target this funding at areas of disadvantage to ensure that all children can achieve. We are continuously driving for improvement – living up to our motto ‘to be the best that we can be’.

High quality teaching is therefore at the core of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils at Forest Park Primary School. Our approach is responsive to the common challenges we experience and individual needs. This is rooted in well established diagnostic assessments and not assumptions about the impact of disadvantage.

Our strategy is also integral to wider school plans for education recovery including targeted intervention support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching

- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	Observations and assessments (EYFS baseline) identify a low baseline in oral communication, language and Literacy. Our internal evidence shows this impacts on Reading and Writing ELG and the overall GLD. Further impact of poor on entry communication is on our phonics screening results and a longer term impact on average writing progress.
2	Attendance data shows pupils eligible for PP have slightly lower attendance and poorer punctuality than non PP pupils.
3	Our data shows a higher than average rate of mobility of children eligible for PP – these include those who are new to school/ local area/country. This impacts on resources to support the induction process, including staff time.
4	Our assessments and observations evidence that the well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils (this is supported by national studies). This has resulted in more significant wellbeing / pastoral and mental health needs.
5	Observations and discussions with pupils evidence that the majority of our pupils have limited experiences beyond their immediate environment and little cultural capital experiences. This impacts on pupils' understanding of elements of the curriculum and further on language and communication.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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<p>The quality and consistency of teaching across the whole curriculum is improved so pupils' achievement in all curriculum subjects is inline with non PP pupils and cultural capital is developed and sustained.</p>	<p>Confident and competent curriculum leaders are further developed delivering QFT with improved outcomes for all learners evident through monitoring. Data shows the PP children perform broadly in line with non PP children. Pupil voice shows a greater understanding of the world around them.</p>
<p>The Read Write Inc program is further developed, with leaders accessing training and intense support through TLIF funding leading to an improved phonics score.</p>	<p>Secure phonics understanding for Pupil Premium children leading to the attainment gap in RWI to close.</p>
<p>A robust program of strategies to improve language proficiency ensures children are able to express themselves clearly and communicate with others effectively through spoken language.</p>	<p>Monitoring and Pupil Voice evidence shows children are able to communicate effectively through spoken language in a range of situations.</p>
<p>The gap between non PP and PP pupils achieving ARE in Reading, Writing and Maths at the end of each Key Stage is reduced. Increase the number of disadvantaged pupils achieving 'high standard' at KS2.</p>	<p>Teachers have secure subject knowledge and identify gaps and plan for and support pupils as applicable. Barriers have been removed to allow children to achieve in line with expectations. Pupils have received support and challenge to allow them to succeed.</p> <p>In school tracking data (Insight) and end of Key Stage (GLD, KS1 and KS2) assessments will show an increase in the number of children working at age related expectation year on year and an increase in the number of disadvantaged pupils achieving the higher standard at the end of KS2.</p>
<p>A comprehensive and varied range of extra curricular activities across the whole school ensures the percentage of Pupil Premium children accessing after school clubs is in line with peers.</p>	<p>Data from extra curricular registers show regular attendance of PP children. Children are given experiences to grow and develop talent.</p>
<p>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.</p> <p>Disadvantaged pupils are healthy and happy, are interested in school and community life and wider global issues.</p>	<p>Sustained high levels of wellbeing / mental health from 2023/24 demonstrated by :</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations • A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced by MDT meetings, Safeguarding meetings, behaviour tracker and mental health care plans. • Observations of children's engagement in learning
<p>Attendance of Pupil Premium children will be consistently monitored and will continue to improve .</p>	<p>Attendance of disadvantaged children will improve through careful monitoring and intervention.</p>

Children and parents work in collaboration with the school to support their child's aspirations.	Pupil voice and audits of all stakeholders demonstrate aspirations and a positive attitude to learning and self-realisation are instilled.
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Activity in this academic year

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: £ 38,558.33

Challenge number(s) addressed	Activity	Evidence that supports this approach
1,5	<p>Communication and Language Early Communications screening assessment used with all EYFS pupils to identify communication / language baselines and to measure progress made.</p> <p>Appropriate staff training for intervention and implementation (targeted) and training impacting all.</p> <p>Staffing in EYFS to increase communication modelling and dialogue in continuous provision and small group work.</p>	<p>Detailed research into appropriate assessment and intervention tools using EEF recommendations and evidence based upon previous years trials with Speech and language therapist.</p> <p>Consistently good provision(environment, assessments & practice) provides communication experiences, language development, reading and writing progress.</p> <p>The systemic review commissioned by the EEF'Early Language Development' reinforces the above approaches to be inline with best practice,especially in terms of adult interactions – hence the need for additional staff to model this.</p> <p>EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.</p> <p>The EEF toolkit states that Oral Language impact development (Average impact +5 months),</p> <p>The EEF toolkit states that phonics approaches has a moderate impact (+4 months) for a very low cost.</p>

1,3,5	<p>Phonics</p> <p>Secure phonics understanding for Pupil Premium children leading to the attainment gap in RWI to close.</p> <p>Phonics lead in school (Trained by RWI Consultant) to model phonics sessions, support new to school teachers to enable consistency and monitor teaching and assessment of phonics across EYFS, KS1 and KS2.</p> <p>Teaching assistants to work with Year 1 children expected to make accelerated progress</p> <p>Teaching assistant to work with FSM children in Early Years (across Reception)</p>	The EEF toolkit states that phonics approaches has a moderate impact (+4 months) for a very low cost.
1,3,5	<p>Quality of teaching for all :</p> <ul style="list-style-type: none"> ● Half termly data monitoring and progress discussions ● Curriculum leader to facilitate teachers and 'Showcase' lessons by UPS teacher ● HLTA/ teacher intervention groups targeted to address gaps in learning for those to achieve expected and high standard at KS2 ● The additional teaching staff sees progress accelerated in KS2 where Disadvantaged Children's results outperform 'Others.' ● Quality marking & feedback monitored by phase leaders ● Planned induction programme not only for ECT but all new staff and RQTs ● AHT not class based to support and monitor 	<p>EEF Toolkit and evidence of best practice -</p> <p>Reading Comprehension Strategies (Average impact +6 months), Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)</p>
1,5	<p>Use of Walkthru CPD toolkit to upskill teachers and TAs with appropriate approaches and pedagogy for quality first teaching and intervention support eg explicit instruction, effective feedback and scaffolding</p> <p>Providing support to improve writing and maths outcomes for PP pupils.</p> <p>English/ Maths Leads supporting planning and delivering CPD with follow-on support, eg coaching & modelling.</p> <p>CPD tailored to meet training needs as identified through gap analysis, formal</p>	<p>The EEF guide to supporting school planning: A tiered approach to 2020- 21: A common mistake in implementing new programmes and practices is only providing up-front training, with little or no follow up support).</p> <p>Sutton Trust 2011 report: A key factor for attainment and progress is effective teaching. The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p> <p>The EEF Guide to the Pupil Premium: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil</p>

	<p>data drop analysis, and next steps from pupil progress meetings</p>	<p>Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>EEF T&L toolkit: Phonics +5</p> <p>EEF T&L toolkit Early Years Interventions +5 months</p> <p>EEF T&L toolkit: Feedback +6</p>
	<p>AHT (Assessment Lead) PP data analysis and intervention group tracking and planning.</p> <p>Formal - termly pupil progress meetings using diagnostic assessment to diagnose impact and what pupils need to do next.</p>	<p>The EEF guide to supporting school planning - A tiered approach to 2020- 21: High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress.</p>
	<p>Subject Leaders released for curriculum development:</p> <p>Ensure the curriculum is balanced and carefully sequenced, and the topic curriculum allows opportunities for cultural development.</p> <p>Have themed curriculum days to deepen children's understanding of specific topic areas.</p> <p>Ensure writing links with topic curriculum so writing is put into context with pupils developing their expertise on the focused writing area through the progression of lessons within the creative topic.</p> <p>Pupils are given real experiences in order to help them learn, develop their vocabulary, broaden their knowledge and gain experiences of the world around them.</p> <p>Topic curriculum sequencing & provision strengthened through leadership release to monitor and implement effective implementation alongside staff CPD.</p>	<p>The EEF Guide to the Pupil Premium: Ensuring that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending</p>

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

Budgeted cost: £ £ 170,184.43

Challenge number(s) addressed	Activity	Evidence that supports this approach
	School-led tutoring - for identified PP pupils working just below ARE	EEF T&L toolkit: Extending school time +3 EEF T&L Toolkit: Small group tuition +4 EEF T&L toolkit: Feedback +6
	Targeted interventions led by TAs - use of gap analysis and assessment data to target identified pupils in Phonics, Maths and Reading	The EEF Guide to the Pupil Premium: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. EEF T&L toolkit: Small group tuition +4 EEF T7L toolkit: Teaching Assistant Interventions +4 EEF T&L toolkit: Oral language interventions +6 EEF T&L toolkit: Reading Comprehension strategies +6 EEF Projects & Evaluation: Accelerated Reader +3
	Speech and language therapist Early Talk Boost intervention used to improve communication / language / vocabulary in EYFS Target group work in Nursery and Reception using Early Talk Boost - Hazel and Libby	EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year (EEF).

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

Budgeted cost: £ £ 52,681.92

Challenge number(s) addressed	Activity	Evidence that supports this approach
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	<p>School staffed with Behaviour Lead professional / Family Support Worker Counsellor / , DSL team, Mental health First aiders Mental health plans and individual risk assessments in place when necessary and targeted support available as and when needed (as above). Curriculum focus on in terms of growth mind set, resilience and mental health of pupils.</p> <p>Pastoral Team: Provide effective outreach pastoral support so that children are settled in class and ready to learn</p>	<p>EEF toolkit identifies that the following all have a positive impact.</p> <p>Behaviour intervention (+ 3months) Social and emotional learning (+ 4 months) Metacognition and Self regulation strategies (+ 7 months)</p> <p>The EEF Guide to the Pupil Premium: There is a strong evidence base showing the impact that high- quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.</p> <p>EEF T&L toolkit: Social & Emotional Learning +4 EEF T&L toolkit: Behaviour interventions +4</p>
	<p>PP Lead (AHT) to oversee behaviour and attitudes work across the school with half termly monitoring of behaviour so analysis identifies vulnerable pupils and addresses patterns in terms of incidents recorded</p>	<p>The EEF Guide to the Pupil Premium: There is a strong evidence base showing the impact that high- quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour. EEF T&L toolkit: Behaviour interventions +4</p>
	<p>Experiences and visitors planned for all pupils across the year Provide a wide range of extra-curricular activities, the vast majority of which are cost free, to allow children to participate experiences that are not provided within the home environment.</p> <p>Staffing and subsidised places for extra-curricular clubs: Provide enrichment opportunities for disadvantaged pupils through subsidised places in extra-</p>	<p>Research Evidence for approach EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months) a Outdoor adventure learning (+4 months) Research Evidence for approach</p>

	<p>curricular clubs so they have access to a wide range of experiences and opportunities which nurture different skills and talents.</p> <p>Plan experiences into the root of the Forest Park careers curriculum.</p> <p>Funding supports minibus, subsidised visits and trained staff to carry out Forest school sessions</p>	<p>EEF toolkit - Social and Emotional Development (Average impact +4 months)</p> <p>Arts participation (+2 months)</p> <p>Behaviour interventions- (moderate impact +3 months)</p> <p>EEF T&L toolkit: Physical activity +1</p> <p>EEF T&L toolkit: Extending school time +3 There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention</p>
	<p>Attendance Lead: Maximise the use of strategies to ensure compliance with attendance expectations. Rigorously monitor the attendance across the school, inc. of PP so that support can be targeted carefully. Support meetings to work with families of identified PP pupils whose attendance needs to increase.</p>	<p>The EEF Guide to the Pupil Premium: There is a strong evidence base showing the impact that high- quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour. EEF T&L toolkit: Parental engagement +4</p>
	<p>Family Support Worker: To work reactively with families and provide bespoke support. Family Support Worker to provide effective support to families in need are well supported and there is evidence of impact in improving engagement/outcomes (inc. management of early help referrals etc) & that parental partnership opportunities are developed.</p>	<p>EEF T&L toolkit: Parental engagement +4 7 8</p>

Total budgeted cost: £261424.67

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Our Pupils Premium data was below national average in 2019 (Meeting expected standard 45% - national 71%). Our internal assessment data for 2020- 21 suggests that there was no significant difference in the performance of disadvantaged pupils when compared to their non disadvantaged peers.

Our assessment of the reasons for the 2020-21 outcomes suggests the impact of Covid-19 which disrupted the teaching and learning of pupils despite our remote learning strategy and the extensive support for this. As evidenced across the country, school closures were most detrimental to disadvantaged pupils and therefore to the majority of our school cohort. The impact of this was mitigated by our efforts to provide a high quality remote curriculum and extensive support to pupils.

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
Accelerate English language acquisition	Flash Academy
Skills Builder	The Skills Builder Partnership