

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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 Town Primary School
Number of pupils in school	386 (357 + 29 nursery)
Proportion (%) of pupil premium eligible pupils	39% (152 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Nicola Lomas, Headteacher
Pupil premium lead	Claire Gregg, Assistant Headteacher
Governor / Trustee lead	Sarah Wolfgang

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170529.99
Recovery premium funding allocation this academic year	£8990.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£179519.99

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions regarding the use of our Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF, has been used to inform our decisions.

Our goal is that all pupils, irrespective of background or the challenges they face, are academically successful and are prepared for life beyond school. The focus of our pupil premium strategy is to support disadvantaged pupils, as well as vulnerable pupils, to achieve this goal, including those who are already high attainers. We know that the impact of COVID 19 on disadvantaged pupils is the equivalent to undoing a third of the progress made in the last decade on closing the primary gap in primary schools (DfE, June 2021). With this in mind, it is essential that our school curriculum continues to be designed with equality and equity as a focus

High-quality teaching for all is at the forefront of our priorities as this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time it will benefit the non-dis-advantaged pupils in our school. For children to learn, they need to arrive in their classrooms ready and able. We provide a support structure for children and their families so that their children can arrive ready to learn.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help our pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children attainment at the end of each key stage remains too low

2	Attainment of disadvantaged children in reading and phonics in EYFS and KS1 remain too low, which has impact on children's reading and writing attainment as they move through school
3	Emotional wellbeing
4	All children leave primary school with a broad knowledge of the world enriched through varied experiences
5	Monitor and intervene children with lower attendance and punctuality rates and work with parents to support children in their learning.
6	Work with families to ensure home life factors, such as social care involvement and wellbeing issues are not barriers to learning.

## 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
To improve Reading, Writing and Maths attainment	KS1 and KS2 outcomes show an increased percentage of disadvantaged pupils meeting the expected standard
All children leave primary school with a broad knowledge of the world enriched through varied experiences	Teaching will be consistently good quality in all areas of the curriculum The curriculum will provide a broad and balanced body of knowledge which is progressive over time. Teachers will effectively use a range of retrieval techniques as part of the FTSPS teaching protocols. Leaders will have supported staff in developing their pedagogy through coaching and high quality CPD
To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged pupils	Pupils are able to self-regulate and manage emotions in an appropriate way Workshops for families e.g. sleep techniques
To improve the attendance of disadvantaged pupils	Attendance with disadvantaged children is in line with other children in school School will work successfully to improve the attendance of a small group of disadvantaged children through the development of an attendance graduated approach. School will work with external agencies (where necessary) to provide more intensive support

## 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: £61,485.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Year 6 additional teacher</b> (To provide the Y6 cohort with small group intervention for English and Maths in preparation for SATs)</p>	<p>Small group tuition has an average impact of our months' additional progress over the course of a year. Evidence shows that small group tuition is effective, and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>Reducing the class size has a small positive impact of +2 months, on average</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	<p>1,2</p>
<p><b>Year 5 additional teacher</b> (To provide Y5 disadvantaged pupils who aren't at age related expectations for maths and english with intensive catch up)</p>	<p>Small group tuition has an average impact of our months' additional progress over the course of a year. Evidence shows that small group tuition is effective, and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>Reducing the class size has a small positive impact of +2 months, on average</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	<p>1,2</p>
<p><b>Continued purchase of assessments for reading comprehension</b> (To gain reliable insights into the specific strengths and weaknesses of</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil enabling the correct additional support to take place</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/</a></p>	<p>1,2,4</p>

each pupil to ensure they receive appropriate support and intervention)		
<b>To ensure that the teaching of phonics and reading is high quality</b> *Provide on-going refresher training And training for new members of staff	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,2
<b>Developing High-quality Pedagogy through High-quality CPD</b>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future.</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://earlycareer.chartered.college/cognitive-load-theory-and-its-application-in-the-classroom-3/">https://earlycareer.chartered.college/cognitive-load-theory-and-its-application-in-the-classroom-3/</a></p>	1,2,4
Cover provided to release subject leaders to attend CPD and further enhance the curriculum.	<p>Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new academic year is essential in achieving best outcomes for pupils</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</a></p>	1,2,4

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

Budgeted cost: £69,804.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Teaching Assistant Targeted Interventions for Reading Comprehension and Mathematics</b> (To ensure that all Pupil Premium Pupils are given every opportunity to meet their targets through small group support and interventions)</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of the year</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p>	<p>1,2</p>
<p><b>One-to-One Reading Interventions with Teaching Assistants</b> (To ensure all pupils are heard to read at least twice per week)</p>	<p>Phonics have a positive impact overall (+5 months) with very extensive evidence and it is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of the year</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1,2</p>
<p><b>Targeted Phonics Support in Years EYFS,1,2,3,4 &amp; 5</b> (Children to receive targeted interventions to support children in passing the phonics screening)</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p>Phonics have a positive impact overall (+5 months) with very extensive evidence and it is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1,2,</p>
<p><b>White Rose Maths</b> (To provide consistency and progression across the school and online resources for home learning)</p>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening.</p> <p>Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. +5 months.</p>	<p>1,2</p>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>

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

Budgeted cost: £48,231.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Breakfast Club</b> (To provide pupil premium eligible pupils with access to breakfast club to ensure they have adequate food before starting the school day. They'll be ready to learn and arrive at school on time)</p>	<p>Schools reported perceived impacts in terms of reducing hunger, improved concentration and behaviour, and saw breakfast clubs as helping pupils to develop social skills. No impacts were perceived on overall school attendance or punctuality, but in schools did perceive improvements in punctuality for some pupils. <i>(Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation, Research Report, March 2017)</i></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	3,5,6
<p><b>Subsidising trips/residentials</b> (To provide financial support to PP pupils to ensure they are able to access trips and residentials)</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	3,4,6
<p><b>Free Milk and Fruit</b> (To provide pupils with a Free School Meal, daily milk and fruit so that they are not hungry and are ready to learn)</p>	<p>Milk provides a nutritional boost and keeps children hydrated between breakfast and lunch, helping them concentrate and learn (Cool Milk)</p>	3,5,6
<p><b>Attendance and punctuality</b> (To improved levels of attendance, punctuality, and decrease in persistent absentees)</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	3,5,6

	<p>DFE research (2012) on improving attendance at school found that:</p> <ul style="list-style-type: none"> <li>➤ Of pupils with absence over 50%, only 3% achieved 5 or more GCSEs at grades A*-C including maths and English</li> <li>➤ 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C</li> </ul> <p>Family Support Worker targeting and supporting those children and families with poor and persistent attendance.</p>	
<p><b>Family Support Worker</b> (To ensure all children are safe. To liaise with outside agencies to ensure children are safe. To provide families with support they need to ensure children are ready to learn)</p>	<p>Approximately 24% of children within school have been or are currently known to social services and 30% have had safeguarding concerns raised. 51% of these pupils are eligible for Pupil Premium.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. (EEF)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>3,5,6</p>

**Total budgeted cost: £179,519.99**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Intended Outcome	Impact
To improve Reading, Writing and Maths attainment	<p>Performance data at the end of key stages remain too low. However, the gap between non-disadvantaged and disadvantaged has been closed – compared to previous years.</p> <ul style="list-style-type: none"> <li>EoKS2 data: DP = 28% (7/25) NDP = 37.1% (13/35)</li> <li>EoKS1 data: DP = 32% (6/19) NDP = 55% (16/29)</li> <li>GLD: DP = 58% NDP = 54%</li> </ul> <p>Phonics data has improved to 66% since the implementation of Little Wandle Staff follow the scheme (Little Wandle) closely</p>
To improve progress in Reading, Writing and Maths	
To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged pupils	<p>A range of families have engaged with our family Support Worker. Interventions include:</p> <ul style="list-style-type: none"> <li>Bereavement</li> <li>SEMH needs</li> <li>Referrals to small steps and healthy families</li> <li>TAF meetings</li> </ul>
To improve the attendance of disadvantaged pupils	<p>Attendance was monitored by the Family Support Worker Attendance of Pupil Premium children was 91.38% which was in-line with whole school data Family Support Worker worked with a number of pupil premium families to improve attendance throughout the academic year. Early Help involved with families if necessary</p>

Please see the Pupil Premium Impact for further detail of the impact of the different strategies employed during the last year.

### Externally provided programmes

Programme	Provider
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SAP	Sherwood Area Partnership
Talking Points	Ruby Grey
White Rose Maths Scheme	White Rose Maths
Times Table Rockstars	Maths Circle
Spelling Shed	EDSHED
Drawing and Talking therapy	Family Support Worker