

# Pupil premium strategy statement – Forest Town Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail  | Data                                   |
|---|--|
| Number of pupils in school  | 315 children (303 + 12 Nursery)        |
| Proportion (%) of pupil premium eligible pupils   | 42% (131 children)                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-23<br>2023-24<br>2024-25          |
| Date this statement was published   | September 2023                         |
| Date on which it will be reviewed   | September 2025                         |
| Statement authorised by   | Donna Chambers,<br>Interim Headteacher |
| Pupil premium lead  | Claire Gregg,<br>Assistant Headteacher |
| Governor / Trustee lead   | Cate Hunt<br>Chair of Governors        |

## Funding overview

| Detail   | Amount             |
|--|--------------------|
| Pupil premium funding allocation this academic year  | £193,435.00        |
| Recovery premium funding allocation this academic year   | £15,421.49         |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )              | £0                 |
| <b>Total budget for this academic year</b>   | <b>£208,856.49</b> |
| <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> |                    |

## Part A: Pupil premium strategy plan

### What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for children who have a parent in the armed services.

### 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's attainment at the end of each key stage remains too low and below that of their non-disadvantaged peers  |
| 2                | Limited experience of their community and wider world, either first-hand or through books. This has significant impact on their phonological awareness, comprehension skills and the ability to be creative writers resulting in not being able to achieve age related expectations |
| 3                | Social, emotional and behavioural problems affecting wellbeing and the ability to make progress   |
| 4                | Disadvantaged children's attendance and punctuality remains lower than average – this reduces their school hours and can cause them to fall behind their peers  |
| 5                | Home life factors, such as social care involvement and wellbeing issues, can easily become 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.<br>Data shows that the attainment 'gap' between disadvantaged pupils and non-disadvantaged pupils will have reduced.  |
| All children will leave primary school with a broad knowledge of the world enriched through varied experiences | Monitoring shows that teachers will effectively use a range of retrieval techniques as part of the FTSP teaching protocols and therefore teaching will be consistently good quality in all areas of the curriculum. Our curriculum will provide a broad and balanced body of knowledge which is progressive over time. We will provide an extended range of opportunities for our children in order to widen their experiences of the world. Leaders will have supported staff in developing their pedagogy through coaching and high quality CPD. |

|  |   |
|--|---|
| <p>To achieve and sustain improved wellbeing and learning behaviours for all pupils in school, particularly our disadvantaged pupils</p> | <p>Pupil Voice and behaviour logs will demonstrate that pupils are able to self-regulate and manage emotions in an appropriate way. All children are able to access learning successfully within the classroom and make good progress, which will be demonstrated within the data picture for each year group. Workshops for families have provided support for families within areas of identified need and those individuals involved have seen the benefits of these.</p>                                      |
| <p>To improve the attendance of disadvantaged pupils</p>   | <p>Attendance figures demonstrate that attendance of disadvantaged children is in line with other children in school. The attendance of a small group of targeted disadvantaged children will have improved through the development of an attendance graduated approach. School will have worked with external agencies (where necessary) to provide more intensive support for identified children / families in order to reduce or remove any barriers that have been identified in relation to attendance.</p> |

## 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: £64,030

| Activity   | Evidence that supports this approach  | Challenge number addressed |
|--|---|----------------------------|
| <p><b>Year 6 additional teacher</b><br/>(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>1 &amp; 2</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><b>Improve the quality of the teaching of writing</b><br/>(Priority 2 of the SIP – To rapidly secure improvements in the quality of teaching and learning so that it is good and secures good outcomes for all children)</p> | <p>Improving the quality of teaching of writing and developing responsive teaching will ensure all learners are taught at different levels of difficulty that are appropriate for their own learning needs. The impact of whole class grouping in this way can have a positive impact of +2 months, on average, to all children involved.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping">Within class attainment grouping   EEF (educationendowmentfoundation.org.uk)</a></p> | 1 & 2    |
| <p><b>Develop the process of writing conferencing</b><br/>(Priority 2 of the SIP – To rapidly secure improvements in the quality of teaching and learning so that it is good and secures good outcomes for all children)</p>    | <p>Improving the quality of teaching of writing and developing responsive teaching and this specific level of feedback for learners has been proven to have a strong impact of +6 months, on average, to all children involved.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p>   | 1 & 2    |
| <p><b>Continued purchase of assessments for reading comprehension</b><br/>(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>  | 1 & 2    |
| <p><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</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>  | 1 & 2    |
| <p><b>Developing High-quality Pedagogy through High-quality CPD</b></p>   | <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>  | 1, 2 & 3 |

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|---|--|----------|
|   | <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> |          |
| Cover provided to release subject leaders to attend CPD and further enhance the curriculum. | <p>Great teaching is the most important lever schools have in order 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 & 3 |

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

Budgeted cost: £ 88,566

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <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> | 1 & 2                         |
| <p><b>One-to-One Reading Interventions with Teaching Assistants</b> (To</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>   | 1 & 2                         |

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|---|---|------------------|
| <p>ensure all pupils are heard to read at least twice per week)</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><br/>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><b>Continued redeployment of support staff</b><br/>(To ensure a close-match to skillset and support provided and also targeted to year groups where writing is a concern.)</p> | <p>The provision and timetable for support staff will be constantly reviewed and adjusted in response to observations, monitoring and data analysis. The focus of this will be writing but other subjects will of course be part of the considerations.</p> <p>The development of the deployment of these additional adults is key to supporting learners and can have an impact of up to +4 months, on average.</p> <p><a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions/">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>  | <p>1 &amp; 2</p> |
| <p><b>Third Space Learning One-to-One Maths tuition for GDS</b><br/>(Focusing on a targeted group of 7 Y6 children who have the potential to achieve GDS in Maths)</p>            | <p>One-to-one Maths tuition focusing on stretching children who have potential to achieve GDS has a positive impact overall (+5 months) with extensive evidence and a programme that continues to be run across schools but can be tailored, with the support of school staff, to support individuals' needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>   | <p>1 &amp; 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. 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/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/phonics</a></p>                                  | <p>1 &amp; 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 &amp; 2</p> |

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

Budgeted cost: £56,260

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><b>Breakfast Club</b><br/>(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 schools did perceive improvements in punctuality for some pupils.<br/>(<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, 4 & 5                      |
| <p><b>Music tuition</b><br/>(To provide financial support to PP pupils to ensure they are able to access the same opportunities as their peers)</p>  | <p>Engagement in small group music tuition has been seen to have a positive impact on children's maths and English outcomes – about 3 months progress as an average. Engagement in music tuition has also been seen to have wider benefits such as improving positive attitudes towards learning and increased well-being being reported.</p> <p><a href="https://educationendowmentfoundation.org.uk/arts-participation">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>  | 2, 3 & 4                      |
| <p><b>Subsidising trips/residentials</b><br/>(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 and gain further insight into the world in which we live. 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>   | 2 & 3                         |
| <p><b>Improving the number of enrichment opportunities</b><br/>(To provide additional experiences, beyond our Curriculum, for children across school)</p>  | <p>Increasing the number of opportunities available for children to listen to different possibilities and take part in a wider range of experiences. Incorporating STEM opportunities and creating opportunities for careers insights for a range of different skillsets.</p>   | 2, 3 & 5                      |
| <p><b>Free Milk</b><br/>(To provide pupils with a Free School Meal and daily milk so that</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                         |



|   |   |          |
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| they are not hungry and are ready to learn)   |   |          |
| <b>Attendance and punctuality</b> (To improved levels of attendance, punctuality, and decrease in persistent absentees)   | <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, 4 & 5 |
| <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>Approximately 39% of children within school have been or are currently known to social services. Around 53% of these pupils are eligible for Pupil Premium.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. (EEF)</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> <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)</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> | 3, 4 & 5 |
| <b>Resourcing ELSA provision</b>  | <p>The ELSA intervention programme supports children's emotional learning through trained Emotional Literacy Support Assistants. The average impact of successful social and emotional interventions is +4 months over the course of a year as well as equipping children with the emotional skillset to improve their own well-being and self confidence across all learning areas.</p> <p><a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>   | 3 and 5  |

**Total budgeted cost: £ 280,856**

## Outcomes for disadvantaged pupils

| Intended Outcome  | Evidence   |
|---|--|
| <p>To improve reading, writing and maths attainment</p> | <p>Performance data at the end of each key stage remains too low but significant improvements have been made. However, there are close comparisons to local (Mansfield) and county data (Nottinghamshire) in many areas, including some areas where our data exceeded that of these comparisons:</p> <p><b>End of KS2 assessment data</b><br/>                     This year, 60% of disadvantaged pupils achieved ARE in the combined subjects of reading, writing and maths at the end of KS2. This is a strong increase from 42% last year and 28% in 2021-22.</p> <p>For non-disadvantaged pupils, the proportion achieving ARE combined has also increased from 37% in 2022; 48% last year; to 85% now.</p> <p>This is a large improvement in attainment for all learners but does suggest that the attainment gap between DP and non-DP has increased slightly.</p> <p><b>End of KS1 assessment data</b><br/>                     This year, 67% of disadvantaged pupils achieved ARE in the combined subjects of reading, writing and maths. This is a significant increase on last year's outcomes of 27% and the previous year of 32% for DP at the end of KS1.</p> <p>For non-disadvantaged pupils, the proportion achieving ARE combined was 70% - which has risen from 58% last year; and 55% in 2022.</p> <p>Outcomes for disadvantaged and non-disadvantaged children were broadly in line at the end of KS1.</p> <p>Phonics in Year 1 continues to demonstrate fantastic growth from 66% in 2022 and 82% in 2023 – a slight dip to 79% this year. By the end of KS1, phonics results last year demonstrated that 96% of children had passed the phonics screening.</p> <p>In Year 1, for disadvantaged pupils, 73% achieved age-related expectations. For non-disadvantaged pupils, 90% achieved ARE. This data indicates that the fidelity to Little Wandle Phonics has had good impact to the</p> |

|   |   |
|---|---|
|   | teaching of phonics and will continue to support children in the teaching of phonics.   |
| All children leave primary school with a broad knowledge of the world enriched through varied experiences | <p>There has been an increase in the number of visits and visitors coming into school but this needs to continue to increase.</p> <p>Some of the experiences included: Royal Ballet tuition, National Holocaust Centre, Cresswell Craggs, Mansfield Museum, Nottinghamshire Police, The Mill Adventure Base, White Post Farm, Sherwood Forest, Young Voices, Newstead Abbey and Yorkshire Sculpture Park.</p>   |
| To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged pupils | <p>A range of families have engaged effectively with our family Support Worker and DSLs throughout the year. Interventions in this academic year have included:</p> <ul style="list-style-type: none"> <li>• Bereavement</li> <li>• SEMH needs</li> <li>• Home visits</li> <li>• Referrals to small steps and healthy families</li> <li>• TAF meetings</li> <li>• Supporting parents at meetings with outside agencies</li> </ul>   |
| To improve the attendance of disadvantaged pupils   | <p>Attendance was monitored throughout the year.</p> <p>The attendance of Pupil Premium children was 91.7% which was broadly in-line with whole school data, falling 2% below the whole school rate of 93.7% for the academic year.</p> <p>The rate of persistent absences and lates were in-line between DP and non-DP families.</p> <p>The Family Support Worker and Assistant Head worked with a number of pupil premium families to improve their attendance throughout the academic year and ensure families are getting children to school on time.</p> <p>School ensured that Early Help became involved with families where this was necessary.</p> |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| <b>Programme</b>            | <b>Provider</b>           |
|-----------------------------|---------------------------|
| SAP                         | Sherwood Area Partnership |
| White Rose Maths Scheme     | White Rose Maths          |
| Little Wandle Phonics       | Little Wandle Trust       |
| SHINE Reading               | Rising Stars              |
| Times Table Rockstars       | Maths Circle              |
| Drawing and Talking therapy | Family Support Worker     |