



Pupil premium strategy statement – Forsbrook Primary

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	Forsbrook CE Primary School
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers 3 years	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	K Mitchell
Pupil premium lead	K Cooke
Governor / Trustee lead	C Bratt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including PLAC and LAC)	£44,130
Recovery premium funding allocation this academic year	£3,500
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	£47,630

Part A: Pupil premium strategy plan

Statement of intent

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. In most cases, the Pupil Premium is allocated to schools and is clearly identifiable. Eligibility is outlined in a variety of ways including benefits a household may receive, free school meals, children in local authority care or recently in local authority care and service children. For the year 2021-22 PPG funding is an additional £1345 per eligible child with £2300 awarded for children who are currently LAC.

Further information can be obtained by accessing the following document:

[Pupil premium: conditions of grant 2021 to 2022 for local authorities - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/90222/PPG21-22-Conditions-Of-Grant-For-Local-Authorities.pdf)

Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils from low-income families. When deciding how to spend the pupil premium grant, it is important that we look at the potential barriers to learning which may be faced by children in receipt of pupil premium in the context of our school. The reasons for potential underachievement are many and varied and include reduced support at home, social and emotional difficulties due to complex family situations, young carers, parent illness, specific learning difficulties or attendance and punctuality issues. Each child entitled to the pupil premium grant is unique in its situation and our response to its needs must reflect this.

At Forsbrook Primary School, we aim to build expertise, which will enable us to provide a highly personalised programme of learning and support, which will help children to overcome barriers to learning and reach their targets at the end of each academic year. Our key objective in using the pupil premium grant is to narrow the attainment and achievement gap between those entitled to pupil premium and those not. Children at Forsbrook Primary School achieve and attain well, often in line or above those expected nationally. However, some children in receipt of pupil premium do not always attain as well as those who are not entitled to the pupil premium grant nationally. We aim to diminish this difference for our children.

We will ensure that:

- A high profile is given to Pupil Premium Pupils.
- All staff are accountable for the attainment and progress of children in receipt of the pupil premium grant.
- The Governing Body and Senior Leadership Team challenge and champion for children in receipt of the pupil premium grant.

Challenges

This explains the outcomes we are aiming for **by the end of our 3-year strategy plan**, and how we will measure whether they have been achieved.

Challenge number	Detail of challenge
1	<p>Social and Emotional Needs / Mental Health</p> <p>Many of our PP pupils have social and emotional issues notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. Since Covid-19, 8 pupil premium pupils require or have received additional support with social and emotional needs, including the HOPE project.</p>
2	<p>Attainment and Progress of PP children</p> <p>Ensuring teaching and learning is good or better for every child through quality first teaching in every class.</p> <p>Closing the attainment gap between disadvantaged pupils and their peers improving attainment in reading, writing and maths at both the expected and the higher standard for disadvantaged children.</p> <p>To target 1:1 academic support for identified PP pupils including interventions for Core subject catch up</p> <p>Small group interventions & pre teaching: Targeted additional English and Maths teaching for pupils who are below age-related expectations using both Teachers and TA's.</p>
3	<p>Access to the Wider Curriculum</p> <p>Providing additional opportunities for Personal Development.</p> <p>To ensure the wider needs of all PP pupils are met. This includes access to wider curriculum opportunities, holiday clubs, uniform, music tuition, HOPE sessions, mentoring and nurture</p>
4	<p>Attendance - Addressing non-academic barriers to attainment</p> <p>If children are not in school, they cannot learn and the gap widens. If children do not build resilience through regular attendance, there are implications for understanding and applying that skill in the workplace. Access to ICT if education were to become either remote (because of bubble closure or local lockdown).</p> <p>Attendance data over the last year indicates that attendance among disadvantaged pupils remained below 95%.</p> <p>Disadvantaged pupil's attendance 2019-2020 was 93.63%. This was slightly higher than non-disadvantaged pupils 91.73%.</p> <p>Disadvantaged pupil's attendance 2020-2021 was 94.25%. This was lower than non-disadvantaged pupils 97.92%.</p>

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
<p>Improved reading attainment among disadvantaged pupils.</p> <p><i>*(When analysing reading data, success criteria will take into account other factors such as 8 PP pupils also on SEND register).</i></p>	<p>Accelerated Reader data reports and tracking from prior attainment show children are making at least expected progress from baseline - accelerated, targeted where appropriate.</p> <p>KS2 reading outcomes in 2024 will show an aspirational target of more than 70% of disadvantaged pupils meeting the expected standard compared to the current figure of 52% based on summer 2021 data.</p>
<p>Improved writing attainment among disadvantaged pupils.</p> <p><i>*(When analysing writing data, success criteria will take into account other factors such as 8 PP pupils also on SEND register).</i></p>	<p>Writing opportunities clearly show visible learning across English lesson and cross-curricular work.</p> <p>(Identified and evidenced in pupils books)</p> <p>KS2 writing outcomes in 2024 will show an aspirational target of more than 70% of disadvantaged pupils meeting the expected standard compared to the current figure of 60% based on summer 2021 data.</p>
<p>Improved maths attainment among disadvantaged pupils.</p> <p><i>*(When analysing maths data, success criteria will take into account other factors such as 8 PP pupils also on SEND register).</i></p>	<p>Mastery approach training provided through in house staff meetings, will be embedded and data will demonstrate impact.</p> <p>KS2 maths outcomes in 2024 will show an aspirational target of more than 70% of disadvantaged pupils meeting the expected standard compared to the current figure of 60% based on summer 2021 data.</p>
<p>Sustaining progress through quality first teaching</p>	<p>Continuous professional development for all staff using evidence-based approaches</p> <p>Children eligible for Pupil Premium, identified as expected or working towards KS1 results, make better progress across KS2, to exit Y6 achieving expected or better.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing in 2024 will be demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance data will clearly demonstrate impact. Increased attendance will clearly evidence impact on attainment.</p> <p>Sustained high attendance from 2024 will be demonstrated by:</p> <ul style="list-style-type: none"> • both PP and non-PP children's attendance will remain over the 95% figure.

	<ul style="list-style-type: none"> The gap between the attendance percentages for PP and non-PP pupils decreases.
Effective use of small group booster sessions to plug gaps in skills and knowledge.	<p>Effective use of Interventions & Analysis of tracking systems and Pupil Progress Meetings to identify pupils and priorities for their learning.</p> <p>Effective use of pre- tutoring for individuals and small groups.</p>
Staff training is aligned to SDP priorities.	Effective use of Interventions & Analysis of tracking systems and Pupil Progress Meetings to identify pupils and priorities for their learning.
Children, especially those eligible for Pupil Premium have increased access to financial support and enrichment learning opportunities and gain wider life experiences	<p>Effective use of visits and visitors funded to gain wider life experiences and raise future aspirations.</p> <p>Specific children eligible for Pupil Premium access targeted for support with healthy living, healthy minds, learning instruments, broadening life experiences through school trips, attendance to wrap around care and uniform.</p>

Activity in the 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: £ 31,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lesson study – visible learning Feedback Training	<p>Collaborative Learning Approach - EEF Lesson study, John Hattie</p> <p>Feedback Approaches - EEF Providing feedback is a well evidenced and as a high impact on learning outcomes.</p> <p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.</p>	2,
Growth Mindset	Learning Styles - EEF	2,

	EEF: It is crucial therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.	
Targeted interventions, including: Pre-teaching Reading Number sense Precision teaching Accelerated Reader testing Phonics Phonics interventions beyond KS1	Teaching Assistant Interventions (EEF) EEF: Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.	2,
Purchase of standardised diagnostic assessments (NFER) Y3 – Y5	Standardised Testing (EEF) Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	2,

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

Budgeted cost: £ 8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Tuition	One to One Tuition – (EEF) EEF: Research supports tutoring as an effective way to help children improve academically. Children who receive high-quality tutoring may make more progress in their learning than children who do not receive this; this could be as much as 4-5 months' extra progress over the course of a year	2,
Additional teacher for small group interventions (based on summer term data)	Small Group Tuition (EEF) Evidence shows that small group tuition is effective. Some studies suggest that greater feedback from the teacher, more sustained	2,

	the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Hope Project Nurture Mental wellbeing week Anti-bullying week</p>	<p>Social and Emotional Learning (EEF)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>The Hope Project trains school staff to understand the mental health of young people and to enhance their supportive, listening skills. This provision, delivered in school, complements a whole school approach to positive health and psychological wellbeing.</p> <p>HOPE - Mental health support services for School Children & Families (burdenbasket.co.uk)</p>	1, 2, 4,
<p>Financial support</p> <p>Personal development opportunities – trips, residential etc Breakfast clubs Enriched curriculum/club offer Personal needs met – uniform, stationary etc Arts – theatre visits Opportunities to develop cultural capital Holiday club offer</p>	<p>The EEF highlights the following areas were financial support benefits PP pupils:</p> <p>Aspiration interventions Outdoor adventure learning School uniform Summer schools</p>	1, 2, 3,
<p>Improved attendance</p> <p>Attendance celebrations and awards</p>	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	1, 2, 4

	<p>DFE: Missing school for just a few days a year can damage pupils' chances of gaining good GCSEs, according to a new report published by the Department for Education.</p> <p>www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	
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Total budgeted cost: £47,630

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 recovery data was completed at the beginning of Sept 2020 using internal data systems to analyse the impact of Covid-19 lockdown situation on the attainment of our disadvantaged pupils.

Out of 31 disadvantaged pupils on roll, the percentage of pupils working at or above the expected were as follows (excluding 2 EYFS):

(Reading 52%, Writing 48% and Maths 45%)

After another disrupted year, our end of year data showed a slight improvement in our teacher assessments for reading, writing and maths amongst our disadvantaged pupils (working at or above the expected standard) despite the setbacks of a second national lockdown.

(Reading 66%, Writing 59% and Maths 55%)

Our assessment of the reasons for these outcomes are not significantly greater points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure.

During this time (2019-2021), disadvantaged pupils at Forsbrook continued to access learning in school throughout the pandemic. This was delivered through a teaching rota ensuring all children had access to face to face lessons with a member of teaching staff. Daily lessons were set using the SeeSaw App and children followed the direction of their class teacher to support continued learning. Live lessons for English and Maths were taught daily to KS2 children via Microsoft Teams and children who had difficulty accessing computing equipment were loaned devices from school. Children had weekly home deliveries of work if they could not access live lessons. Food deliveries were made to parents without transport along with weekly phone call or visits from the Headteacher to our most vulnerable families.

Our PSHE curriculum remains closely linked to COVID issues to support PP children returning to school and an SEMH Action plan was written to support the emotional and social needs of our disadvantaged pupils. This included the introduction of HOPE and nurture support.

Overall attendance for disadvantaged pupils in 2020/21 (94.25%) was slightly higher than the previous year (93.63%) but fell just short of 95% and our school target of 97%. During 2019-2020, attendance amongst our disadvantaged pupils was 93.63%. This was slightly higher than non-disadvantaged pupils 91.73%. This was a result of the school closures due to Covid-19.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. Of the 23 disadvantaged pupils analysed through this report, 8 have received HOPE mentoring sessions to date. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable