



## Pupil Premium Strategy Statement - Forsbrook CE Primary

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	238
Proportion (%) of pupil premium eligible pupils	13% (30 pupils)
Academic year/years that our current pupil premium strategy plan covers 3 years	Sept 2021 – July 2024
Date this statement was published	Revised September 2022 First Published October 2021
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs K Cooke
Pupil premium lead	Mrs K Cooke
Governor / Trustee lead	Mrs C Bratt

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including PLAC and LAC)	<b>£32,500</b> Based on 23 children + 2 Service
Recovery premium funding allocation this academic year (RPG)	<b>£1,920</b> 12.05.22 £980 30.06.22 £940
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	<b>£34,420</b>

## 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 **2022-23** PPG funding is an additional **£1385** per eligible child with **£2410** awarded for children who are currently LAC.

Further information can be obtained by accessing the following document:

[Pupil premium: overview - GOV.UK \(www.gov.uk\)](https://www.gov.uk/pupil-premium-overview)

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 CE 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 CE 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><b>Social and Emotional Needs / Mental Health</b></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 the Covid-19 outbreak, <b>8</b> pupil premium pupils (<b>44%</b>) have required or have received additional support with social and emotional needs, including the HOPE project.</p>
2	<p><b>Attainment and Progress of PP children</b></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 academic support for identified PP pupils including interventions for Core subject catch up</p> <p>Small group interventions &amp; 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><b>Access to the Wider Curriculum</b></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><b>Attendance - Addressing non-academic barriers to attainment</b></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 remote.</p> <p>Attendance data over the last year indicates that attendance among disadvantaged pupils remained below <b>95%</b>.</p> <p>Disadvantaged pupil's attendance <b>2021-2022</b> was <b>92.03%</b>. This was slightly higher than non-disadvantaged pupils <b>94.72%</b> (<b>Difference margin -2.69%</b>)</p> <p>Disadvantaged pupil's attendance <b>2020-2021</b> was <b>94.25%</b>. This was lower than non-disadvantaged pupils <b>97.92%</b> (<b>Difference margin -3.67%</b>)</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 the number of PP pupils also on SEND register – 12 in 2021-2022).</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 <b>2024</b> will show an aspirational target of more than <b>70%</b> of disadvantaged pupils meeting the expected standard.</p> <p>In July 2021 this figure was <b>52%</b>.</p> <p>In July 2022, this figure was <b>63%</b>.</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 the number of PP pupils also on SEND register – 12 in 2021-2022).</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 <b>2024</b> will show an aspirational target of more than <b>70%</b> of disadvantaged pupils meeting the expected standard.</p> <p>In July 2021 this figure was <b>60%</b>.</p> <p>In July 2022, this figure was <b>59%</b>.</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 the number of PP pupils also on SEND register – 12 in 2021-2022).</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 <b>2024</b> will show an aspirational target of more than <b>70%</b> of disadvantaged pupils meeting the expected standard.</p> <p>In July 2021 this figure was <b>60%</b>.</p> <p>In July 2022, this figure was <b>59%</b>.</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"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<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"> <li>• both PP and non-PP children's attendance will remain over the 95% figure.</li> <li>• The gap between the attendance percentages for PP and non-PP pupils decreases.</li> </ul>
Effective use of small group intervention sessions to plug gaps in skills and knowledge.	<p>Effective use of Interventions &amp; 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 2022-2023** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £ 18,420**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lesson study and Teacher Development approaches – core subject JPD</p> <p>Continue to monitor feedback strategies used in lessons (IPAD Project in Y3)</p>	<p><b>Collaborative Learning Approach - EEF</b> Lesson study, John Hattie, Clifton Strength Based Analysis,</p> <p><b>Feedback Approaches - EEF</b> 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,

Access to training for all staff CPD – Buy in National College Subscription	<b>Learning Styles - EEF</b> 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.	2,
To deliver high quality structured interventions including: Pre-teaching Reading - BRP Mastering Number Precision teaching Accelerated Reader testing Phonics – Little Wandle Phonics interventions beyond KS1 – Little Wandle	<b>Teaching Assistant Interventions (EEF)</b> 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 (including SEND)  (NFER) Y3 – Y5  Whiterose Maths	<b>Standardised Testing (EEF)</b> 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
To invest in professional development for teaching assistants to deliver structured interventions.	EEF: Teaching assistants can provide a large positive impact on learner outcomes if they are deployed and trained effectively.	2,
Purchase of standardised SEND diagnostic assessments	<b>Standardised Testing (EEF)</b> Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure	2,

Dyscalculia & Dyslexia Screening  Graded word spelling test  CAT4 Testing  BPVS – Vocab	they receive the correct additional support through interventions or teacher instruction:	
---	---	--

## 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 learning through:</p> <p>Ongoing training of 2 HOPE mentors</p> <p>Weekly nurture groups</p> <p>Raising awareness through whole school approaches including mental health and anti-bullying week.</p> <p>Update policies</p> <p>Senior Mental Health Lead established</p>	<p><b>Social and Emotional Learning (EEF)</b></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><a href="https://www.burdenbas-ket.co.uk">HOPE - Mental health support services for School Children &amp; Families (burdenbas-ket.co.uk)</a></p>	1, 2, 4,
<p><b>Financial support</b></p> <p>Personal development opportunities – subsidising trips, residential etc</p> <p>Breakfast clubs</p> <p>Enriched curriculum / club offer</p> <p>Personal needs met – uniform, stationary etc</p> <p>Arts – theatre visits</p> <p>Opportunities to develop cultural capital</p>	<p>The EEF highlights the following areas where financial support benefits PP pupils:</p> <p>Aspiration interventions</p> <p>Outdoor adventure learning</p> <p>School uniform</p>	1, 2, 3,



Holiday club offer – signposting to HAF Programme		
Provide music lessons for disadvantaged students who want to learn an instrument	EEF Toolkit: Arts Participation (+3 months) ‘There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.’	3,
<b>To improve attendance</b> Attendance celebrations and awards Supporting families Daily attendance monitoring Referrals to EWO	Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.  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.  <a href="http://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a>	1, 2, 4
To ensure attendance for children in receipt of PPG to be in line with non-PPG.	The DfE Guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE Improving School Attendance	All
Contingency fund for acute issues.	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £34,420**

## **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 **2021 to 2022** academic year.

End of year data for **KS1** (July 2022) shows out of 11 PP pupils, 7 pupils (67%) met the standard in Reading, 6 pupils (55%) met the standard in Writing and 7 pupils (67%) met the standard in Maths. 4 pupils (35%) within KS1 are also on the SEND register.

End of year data for **KS2** (July 2022) shows out of 18 PP pupils, 9 pupils (50%) met the standard in Reading, 9 pupils (50%) met the standard in Writing and 9 pupils (50%) met the standard in Maths. 7 pupils (39%) within KS2 are also on the SEND register.

#### **Overall data for 2021-2022 combined**

16/29 PP pupils (55%) achieved the expected standard in Reading. Excluding SEND pupils, the total number of PP pupils is 18. 14/18 PP (78%) met the expected standard in Reading.

13/29 PP pupils (45%) achieved the expected standard in Writing. Excluding SEND pupils, the total number of PP pupils is 18. 14/18 PP (78%) met the expected standard in Writing.

16/29 PP pupils (55%) achieved the expected standard in Maths. Excluding SEND pupils, the total number of PP pupils is 18. 14/18 PP (78%) met the expected standard in Maths.

Overall attendance for disadvantaged pupils in 2021/22 (92.03%) was slightly lower than the previous year (94.25%) and fell just short of 95% and our school target of 97%. There have been changes to pupils entering school and attendance issues have been highlighted and are being addressed.

Our assessments and observations continue to indicate that pupil wellbeing and mental health remain significantly high priority amongst our PP children. 44% have now received HOPE mentoring sessions by our mental health leads in school. 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:

<b>Measure</b>	<b>Details</b>
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