



Pupil Premium Strategy Statement - Forsbrook CE Primary

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	10% (23 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 2023 Revised September 2022 First Published October 2021
Date on which it will be reviewed	September 2024
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)	£33,470 Based on 23 children
Recovery premium funding allocation this academic year (RPG) 23 x £145	£3,335
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	£36,805

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 **2023-24** PPG funding is an additional **£1455** per eligible child with **£2530** awarded for children who are currently LAC / PLAC.

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>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 the Covid-19 outbreak, 16 pupil premium pupils have required or have received additional support with social and emotional needs, including the HOPE project. Nurture or Drawing and Talking Therapy.</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 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 remote.</p> <p>Attendance data over the last year indicates that attendance among disadvantaged pupils remained below 95%.</p>

	<p>Disadvantaged pupil's attendance 2022-2023 was 90.27%. This was slightly lower than non-disadvantaged pupils 96.33% (Difference margin -6.06%)</p> <p><i>(2 x children under EWO. Made sig improvements over the year after intervention but not enough to positively affect data overall).</i></p> <p>Disadvantaged pupil's attendance 2021-2022 was 92.03%. This was slightly lower than non-disadvantaged pupils 94.72% (Difference margin -2.69%)</p> <p>Disadvantaged pupil's attendance 2020-2021 was 94.25%. This was lower than non-disadvantaged pupils 97.92% (Difference margin -3.67%)</p>
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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 2022-2023).</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.</p> <p>In July 2021 this figure was 52% In July 2022, this figure was 63% In July 2023, this figure was 100%</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 2022-2023).</i></p>	<p>Writing opportunities clearly show visible learning across English lesson and cross-curricular work. (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.</p> <p>In July 2021 this figure was 60% In July 2022, this figure was 59% In July 2023, this figure was 89%</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 2022-2023).</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.</p> <p>In July 2021 this figure was 60% In July 2022, this figure was 59% In July 2023, this figure was 89%</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. • The gap between the attendance percentages for PP and non-PP pupils decreases
<p>Effective use of small group intervention sessions to plug gaps in skills and knowledge.</p>	<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>
<p>Staff training is aligned to SDP priorities.</p>	<p>Effective use of Interventions & Analysis of tracking systems and Pupil Progress Meetings to identify pupils and priorities for their learning.</p>

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>
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Activity in the academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2023-2024** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 11,305

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&Y4)</p> <p>Review marking and feedback policy</p>	<p>Collaborative Learning Approach - EEF Lesson study, John Hattie, Clifton Strength Based Analysis,</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,
<p>Access to training for all staff CPD</p> <p>Renew subscription for National College</p>	<p>Learning Styles - EEF 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.</p>	2,
<p>To deliver high quality structured interventions including: Pre-teaching</p>	<p>Teaching Assistant Interventions (EEF) EEF: Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</p>	2,

Mastering Number Precision teaching STAR reader testing Phonics – Little Wandle Phonics interventions Literacy Gold Spelling diaries Nessy Fingers	EEF: trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.	
Purchase of standardised diagnostic assessments (including SEND) (NFER) Y3 – Y5 Maths Shed TTRS Spelling Shed	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
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 Dyslexia Screening CAT4 Testing BPVS – Vocab Tutoring 1:1 sessions for PLAC/LAC pupils Specialist support package for PP/SEND	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,

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

Budgeted cost: £17,000

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 HOPE mentor</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>Wellbeing officer post created for timetabled interventions and support</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 (burdenbas-ket.co.uk)</p>	1, 2, 4,
<p>Financial support</p> <p>Personal development opportunities –</p> <p>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>Holiday club offer – signposting to HAF Programme</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,
<p>Provide music lessons for disadvantaged students who want to learn an instrument</p>	<p>EEF Toolkit: Arts Participation (+3 months)</p> <p>‘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</p>	3,

	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.'	
To improve attendance 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. www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014	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: £36,805

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 **2022 to 2023** academic year.

<p>Data for those pupils who are PP (NOT PP and SEND) - 19/33 pupils</p> <p>End of year data for KS1 & KS2 combined (July 2023) shows out of 19 PP pupils, 100% achieved the expected standard in READING with 21% achieving Greater Depth.</p> <p>End of year data for KS1 & KS2 combined (July 2023) shows out of 19 PP pupils, 89% achieved the expected standard in WRITING with 21% achieving Greater Depth.</p> <p>End of year data for KS1 & KS2 combined (July 2023) shows out of 19 PP pupils, 89% achieved the expected standard in MATHS with 16% achieving Greater Depth.</p>
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Data for those pupils who are PP and SEND combined - 14/33 pupils

End of year data for **KS1 & KS2 combined** (July 2023) shows out of 14 PP pupils with SEND, 21% achieved the expected standard in **READING** with 7% achieving Greater Depth.

End of year data for **KS1 & KS2 combined** (July 2023) shows out of 14 PP pupils with SEND, 14% achieved the expected standard in **WRITING** with 7% achieving Greater Depth.

End of year data for **KS1 & KS2 combined** (July 2023) shows out of 14 PP pupils with SEND, 21% achieved the expected standard in **MATHS** with 7% achieving Greater Depth.

Overall attendance for disadvantaged pupils in 2022/23 (90.27%) was higher than the previous year and fell short of 95% and our school target of 97%. This was primarily due to 2 PP pupils who had attendance issues. These were proactively supported through EWO involvement resulting in positive change by the end of the year. Not enough to improve annual data outcomes for this group of pupils overall. Individual case studies and support packages have evidenced this improvement.

Our assessments and observations continue to indicate that pupil wellbeing and mental health remain significantly high priority amongst our PP children. 16 pupils have now received HOPE, mentoring, nurture or Drawing and Talking therapy 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 and have extended our mental health leads training to include Drawing and Talking therapy and emotion coaching.

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