



Pupil Premium Strategy Statement - Forsbrook CE Primary

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	214
Proportion (%) of pupil premium eligible pupils	11% (24 pupils)
Academic year/years that our current pupil premium strategy plan covers 3 years	Sept 2024 – July 2027
Date this statement was published: Statement published October 2021 Statement published October 2024	Updated September 2025 Updated September 2023 Updated September 2022
Date on which it will be reviewed	September 2026
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)	£39,967
Recovery premium funding allocation this academic year	£0
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	£39,967

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 **2025-26 PPG** funding is an additional **£1515** per eligible child with **£2630** awarded for children who are currently **LAC / PLAC**. **Service** pupil premium is additional funding for schools with pupils who have parents serving in the armed forces and is currently **£350** per eligible pupil.

Further information can be obtained by accessing the following document:

[Pupil premium: overview - GOV.UK](#)

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	Attainment and Progress of PP children Ensuring teaching and learning is good or better for every child through quality first teaching in every class. 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. To target 1:1 academic support for identified PP pupils including interventions for Core subject catch up. 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. Reading fluency continues to be a focus for ongoing growth along with ensuring parents are fully supported with the teaching of Phonics and Early Reading skills.
2	Access to the Wider Curriculum Providing additional opportunities for Personal Development. To ensure the wider needs of all PP pupils are met. This includes access to wider curriculum opportunities, holiday clubs, uniform, music tuition, trips, mentoring and nurture.
3	Social and Emotional Needs / Mental Health We are working to provide pupils with effective mechanisms to address and manage social, emotional, and mental health issues. Where our PP pupils have social and emotional issues, interventions are provided to support their emotional wellbeing. These include HOPE, Drawing and Talking Therapy and Nurture.
4	Attendance Addressing non-academic barriers to attainment. 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. Attendance data over the last year indicates that attendance among disadvantaged pupils remained slightly below 95%.

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
Further improve the Progress of disadvantaged pupils ensuring that EYFS, KS1 and KS2 data show at least expected progress. <i>*(Success criteria will take into account other factors such as the number of PP pupils with SEND).</i>	All disadvantaged pupils make at least expected progress to meet individually set targets. Accelerated Reader data reports and tracking from prior attainment show children are making at least expected progress from baseline - accelerated, targeted where appropriate. KS2 reading outcomes in 2026 will show an aspirational target of more than 84% of disadvantaged pupils meeting the expected standard (<i>up from 75% in 2025</i>).
Disadvantaged pupils will develop a love of reading and make at least expected progress with reading.	In cases where it is required, targeted interventions will be promptly implemented. For Key Stage 1 students, reading books matched to their phonetic abilities will be provided. If there is a lack of consistent nightly reading at home, students will receive extra reads in school. We are committed to assisting parents in understanding how to effectively support their children's reading development at home. Students in Key Stage 2 will receive reading books that are tailored to their reading level bands.
Improved writing attainment among disadvantaged pupils. <i>*(Success criteria will take into account other factors such as the number of PP pupils with SEND).</i>	All disadvantaged pupils make at least expected progress to meet individually set targets. Writing opportunities clearly show visible learning across English lesson and cross-curricular work. (Identified and evidenced in pupils books). KS2 writing outcomes in 2026 will show an aspirational target of more than 79% of disadvantaged pupils meeting the expected standard (<i>up from 75% in 2025</i>).
Improved maths attainment among disadvantaged pupils. <i>*(Success criteria will take into account other factors such as the number of PP pupils with SEND).</i>	Mastery approach training provided through in house staff meetings, will be embedded and data will demonstrate impact. KS2 maths outcomes in 2026 will show an aspirational target of more than 79% of disadvantaged pupils meeting the expected standard (<i>up from 75% in 2025</i>).
Sustaining progress through quality first teaching	Continuous professional development for all staff using evidence-based approaches. 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.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing in 2026 will be demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations.

	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance data will clearly demonstrate impact. Increased attendance will clearly evidence impact on attainment. Sustained high attendance 2025-2026 will be demonstrated by: - 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
Effective use of small group intervention sessions to plug gaps in skills and knowledge.	Effective use of Interventions & Analysis of tracking systems and Pupil Progress Meetings to identify pupils and priorities for their learning. Effective use of pre- tutoring for individuals and small groups.
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	Various enrichment activities will be available to spark the interest and enthusiasm of students. We will actively encourage disadvantaged students to participate in clubs, with funding allocated to support their involvement. Monitoring and tracking will ensure a diverse range of activities are accessible. As a result, children will acquire new skills. Specific children eligible for Pupil Premium access targeted for support with healthy living, healthy minds, instrument tuition, broadening life experiences through school trips, attendance to wrap around care and uniform.

Activity in the academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2025-2026** 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
Continue to monitor feedback strategies used in lessons (IPAD Project now implemented across KS2)	Feedback Approaches - EEF Providing feedback is a well evidenced and as a high impact on learning outcomes.	2,
Access to training for all staff CPD	Learning Styles - EEF	2,

Renew subscription for National College	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.	
To deliver high quality structured interventions including: • EPAT • Pre-teaching • Mastering Number • Precision teaching • STAR reader testing • Phonics – Little Wandle • Literacy Gold • Spelling Diaries • Nessy - (identified pupils only)	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 (including SEND) • (NFER) Y3 – Y5 • Maths.co.uk • TTRS • Spelling Shed • Dyslexia Screening	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: £13,662

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue staffing levels and 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 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,
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional learning through: Ongoing training of HOPE Drawing & Talking Therapy Weekly nurture groups Raising awareness through whole school approaches including mental health and anti-bullying week. Updating policies Senior Mental Health Lead established and annual training accessed Wellbeing lead post created for timetabled interventions and support	Social and Emotional Learning (EEF) 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) 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. HOPE - Mental health support services for School Children & Families (burdenbas-ket.co.uk)	1, 2, 4,
Financial support Personal development opportunities – Evidenced in Pupil Passports Subsidising trips & residential Breakfast clubs Enriched curriculum / club offer Personal needs met Arts – theatre visits	The EEF highlights the following areas were financial support benefits PP pupils: Aspiration interventions Outdoor adventure learning School uniform	1, 2, 3,

Opportunities to develop cultural capital Signposting to HAF		
Provide music lessons for disadvantaged students who want to learn an instrument through whole class teaching or signposting to Entrust services (FOSMS)	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,
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: £39,967

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 **2024 to 2025**.

INTERNAL DATA TRACKING 2024-2025 Pupil Premium Termly Assessment Data									
	Reading			Writing			Maths		
PP Only Data (Not including PP with SEND)	WTS %	EXS+ %	GDS %	WTS %	EXS+ %	GDS %	WTS %	EXS+ %	GDS %
Point In Time – Autumn 17 pupils	12	88	41	12	88	18	12	88	18
Point In Time – Spring 17 pupils	12	88	41	12	88	18	12	88	18
Point In Time – Summer 17 pupils	12	88	41	12	88	18	18	82	29

INTERNAL DATA TRACKING 2024-2025 Pupil Premium & SEND Termly Assessment Data									
PP with SEND	Reading			Writing			Maths		
PP with SEND	WTS %	EXS %	GDS %	WTS %	EXS %	GDS %	WTS %	EXS %	GDS %
Point In Time – Autumn 22 pupils	23%	77%	32%	27%	73%	14%	23%	77%	14%
Point In Time – Spring 22 pupils	23%	77%	32%	27%	73%	14%	23%	77%	14%
Point In Time – Summer 22 pupils	23%	77%	36%	23%	77%	14%	32%	68%	23%

Data Analysis - Combined PP & SEND = 22 pupils

77% of combined PP & SEND pupils on track to achieve **EXS or above** in **Reading**

77% of combined PP & SEND pupils on track to achieve **EXS or above** in **Writing**

68% of combined PP & SEND pupils on track to achieve **EXS or above** in **Maths**

36% of combined PP & SEND pupils on track to achieve **GDS** in **Reading**

14% of combined PP & SEND pupils on track to achieve **GDS** in **Writing**

23% of combined PP & SEND pupils on track to achieve **GDS** in **Maths**

Data Analysis - PP only = 17 pupils

88% on track for **EXS or above** in **Reading**

88% on track for **EXS or above** in **Writing**

82% on track for **EXS or above** in **Maths**

41% on track for **GDS** in **Reading**

18% on track for **GDS** in **Writing**

29% on track for **GDS** in **Maths**

ATTENDANCE

Overall attendance for disadvantaged pupils in 2024/25 was 92.84% (up from 92.54% the previous year). This fell short of our school target of 97%.

This was primarily due to those pupils who had significant medical and attendance issues.

Our assessments and observations continue to indicate that pupil wellbeing and mental health remain significantly high priority amongst our PP children. Pupils continue to access HOPE, mentoring, nurture or Drawing and Talking therapy sessions led by our trained mental health leads.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We will continue offering this support in 2025-2026.

Service pupil premium funding – not applicable for 2025-2026

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