Pupil Premium Strategy Statement - Forsbrook CE Primary

This statement details our school's use of pupil 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 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	213
Proportion (%) of pupil premium eligible pupils	6.1% (13 pupils) 8 Targeted 5 Expanded
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 New Statement due **October 2027**	Updated: September 2022, 2023, 2024 2025, 2026
Date on which it will be reviewed	September 2027
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)	**£20,150**
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	**£20,150**

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 **2026-27 PPG** funding is an additional **£1550** per eligible child with **£2690** 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 **£360** per eligible pupil.

Further information can be obtained by accessing the following document:

Pupil premium: overview - GOV.UK

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

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** Disadvantaged pupils often have fewer opportunities to access wider enrichment experiences, extracurricular clubs, and educational visits due to financial barriers. Therefore, we provide many 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** Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils continue to be impacted by social and emotional issues, resulting in lower resilience and self-regulation in class. 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 ELSA, 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 showed an average of 93.57%. Attendance analysis with reasons for this has been completed.

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. **(Success criteria will take into account other factors such as the number of PP pupils with SEND).*	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 **2027** will show an aspirational target of more than **90%** of disadvantaged pupils meeting the expected standard.
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. **(Success criteria will take into account other factors such as the number of PP pupils with SEND).*	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 **85%** of disadvantaged pupils meeting the expected standard.
Improved maths attainment among disadvantaged pupils. **(Success criteria will take into account other factors such as the number of PP pupils with SEND).*	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 **85%** of disadvantaged pupils meeting the expected standard.
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 **2027** 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 **2026-2027** will be demonstrated by: ● both PP and non-PP children's attendance will achieve 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 2026-2027** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 7,500

Activity	Evidence that supports this approach	Challenge number
Continue to monitor feedback strategies used in lessons	**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 Renew subscription for National College	**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.	2,

To deliver high quality structured interventions including: • EPAT • Pre-teaching • Mastering Number • Precision teaching • STAR reader testing • Phonics – Little Wandle • Literacy Gold • Spelling Diaries	**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: £6,000

Activity	Evidence that supports this approach	Challenge number
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: Ed Psych, AIT support	2,

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

Budgeted cost: £6,650

Activity	Evidence that supports this approach	Challenge number
Improve the quality of social and emotional learning through: Ongoing training of ELSA 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	**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) ELSA trained leads in school 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.	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 Opportunities to develop cultural capital Signposting to HAF	The EEF highlights the following areas were financial support benefits PP pupils: Aspiration interventions Outdoor adventure learning School uniform	1, 2, 3,
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 though 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.	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

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 **2025 to 2026**.

Phonics & Early Reading:

In 2025–2026, there were no disadvantaged pupils in KS1.
90% of Year 1 pupils met the expected standard in the Phonics Screening Check, compared to 80% nationally.

Internal Data – Whole School:

Combined PP & SEND = 17/17 pupils in total

EXS+
76% of combined PP & SEND pupils achieved **EXS or above** in **Reading**
82% of combined PP & SEND pupils achieved **EXS or above** in **Writing**
82% of combined PP & SEND pupils achieved **EXS or above** in **Maths**

GDS
41% of combined PP & SEND pupils achieved **GDS** in **Reading**
18% of combined PP & SEND pupils achieved **GDS** in **Writing**
12% of combined PP & SEND pupils achieved **GDS** in **Maths**

Data Analysis - PP only = 14 pupils

EXS+
86% achieved **EXS or above** in **Reading**
93% achieved **EXS or above** in **Writing**
93% achieved **EXS or above** in **Maths**

GDS
50% achieved **GDS** in **Reading**
21% achieved **GDS** in **Writing**
14% achieved **GDS** in **Maths**

End of KS2 Attainment – SAT Results 2026:

In 2025–2026, 86% of disadvantaged pupils (6/7 pupils) achieved the expected standard in Reading, 100% in Writing (7/7 pupils), and 100% in Maths (7/7 pupils).

In 2025–2026, 57% of disadvantaged pupils (4/7 pupils) achieved the higher standard in Reading, 29% in Writing (2/7 pupils), and 0% in Maths (0/7 pupils).

Attendance & Wellbeing:

Overall attendance for disadvantaged pupils in 2025–2026 was 93.57%.

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