



Forest Glade Primary School's Pupil premium strategy statement

Forest Glade Primary School is committed to removing barriers to success for all pupils and close the gaps between their peers, ensuring every child reaches their potential. We know that the impact of COVID 19 on pupil premium pupils is the 'equivalent to undoing a third of the progress made in the last decade on closing the primary gap in primary schools' (DFE June '21). Therefore, it is essential that our curriculum has both equality and equity integral to it's design. The Pupil Premium Allocation and the Recovery Premium will be used to overcome challenges faced by our pupil premium pupils that are not just academic challenges, but specific factors that are a barrier to learning. Forest Glade will ensure that the focus continues to be on overcoming these barriers and closing any gaps. We are ambitious for every child in our care and are relentless in our pursuit proving an equity of opportunity for every child at our school.

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 Pupil Premium 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	Forest Glade Primary School -FHT
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	25% (55)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	November 2021
Date on which it will be reviewed	September 2023
Statement authorised by	HT Jo Gibby
Pupil premium lead	Steven Champion
Governor / Trustee lead	Amanda Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,905
Recovery premium funding allocation this academic year	£8,410
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	£91,315

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is additional funding to ensure disadvantaged pupils achieve results in line with all pupils nationally and to close any in school attainment gaps. The funding is intended to support children to develop positive learning behaviours and equip them with skills and qualities enabling them to become confident learners. As a school we are held accountable for how we use the additional funding to narrow the gap for these targeted pupils. We are required to publish online how we have used the premium-this is to ensure that parents and other stakeholders are made fully aware of the impact of this additional resourcing on learning and achievement outcomes within our school.

Research shows that following the Covid 19 pandemic, our disadvantaged pupils have been widely impacted. The DfE findings from Autumn 2020 states that 'pupils from disadvantaged backgrounds experienced higher levels of loss than their non-disadvantaged peers'. We are also aware our families in the community may now access Pupil Premium where they didn't before due to the impact of the pandemic. The challenges faced by our pupil premium pupils include behaviour, early reading and vocabulary, writing and Mathematical fluency, attendance and emotional well-being. These challenges have been identified by using a range of information including research information from the DfE and Education Endowment Fund, in school data, professional conversations with teachers/SENCO/family workers and liaising with pupils and families.

The strategy requires all members of staff and the governing body accept responsibility for socially disadvantaged pupils and agree to meet their pastoral, social and academic requirements within the school.

The strategy places an emphasis on quality first teaching, building fluency to enable access for **all**, to a broad and balanced curriculum. Rigorous tracking, careful planning and targeted support and intervention, provide **all** children with access and opportunities to enjoy academic success. Forest Glade provides an inclusive and aspirational environment where learners thrive and gain the 'cultural capital' they need to make positive, informed choices about their own future and overcoming the barriers that need addressing. We strive to support and work with our families to increase engagement so that we can champion our Pupil Premium pupils and families.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attainment and progress in Reading and Phonics - Lack of access and interest in books supporting early reading requires a focus on reading for pleasure and all children to know thorough phonics knowledge across the school. Some children have not had the level of exposure to reading and phonics as a result of partial school closure.
2	Early talk and vocabulary can often be limited and this impacts upon both reading and writing development and progress.
3	Attainment and progress in Maths - Early Maths and fluency skills are in need of development and some extra support to address gaps. This is impacting on children's concentration, learning behaviours and confidence.
4	Lack of access to clubs and experiences that mean they miss out on a sporting and/or opportunity for their skills to shine

5	Social and emotional health needs affect children's learning in school. The mental health of some of our children and their families has been negatively impacted by COVID 19, which has further increased these challenges.
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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>To increase the attainment and accelerate the progress of our Pupil Premium children, particularly in Reading, Phonics and Maths, enabling children to achieve age related expectations and greater depth (1,2,3).</p>	<ul style="list-style-type: none"> ● PP children are confident in their multiplication facts knowledge and meet the expected standard at the end of Y4. ● The teaching of Maths fluency has enabled more PP children to access the Maths curriculum and therefore an increased proportion of PP children achieve age related expectations in Maths. ● Reading and Maths attainment at the end of KS2 is in line with National. ● Reading, Writing and Maths combined attainment for PP pupils is in line with national. ● PP children have access to a rich variety of texts and authors and have reported an increased pleasure in reading. ● An increased proportion of PP children achieve a pass mark in their Year One Phonics Screening Check as a result of the Teaching of No-Nonsense Phonics. ● PP children across school with gaps in their Maths, Reading and Phonics knowledge are given quality first teaching and targeted intervention to increase attainment. ● An increased proportion of PP children achieve greater depth in Reading and Maths.
<p>To provide our Pupil Premium children with the strategies to support their social, emotional and mental health to overcome barriers to learning and achievement (5).</p>	<ul style="list-style-type: none"> ● Think Children provides bespoke talking intervention which results in improved learning behaviours. ● PP families receive support from the Family worker to enable them to have a positive view of school and access to school regularly. ● PP children with social, emotional and mental health issues make accelerated progress and achieve end of year achievement targets. ● Parental and pupil feedback shows an improvement in positive attitudes to school and learning and more positive mental health. ● Through learning walks and lesson observation, children are able to self-regulate their behaviour.

To provide our Pupil Premium children with the opportunities to attend a variety of clubs and regular access to trips and experiences (4).	<ul style="list-style-type: none"> All PP children experience equity similar to non-PP children at Forest Glade. An increased proportion of PP children access after school clubs and opportunities.
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Activity in this 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: £ 51,979

Activity	Evidence that supports this approach	Challenge number(s) addressed
English Hub support with Reading for Pleasure Project lead by reading lead. Training provided. Each classroom sets up RfP area. Time allocated to RfP in timetable. Books bought and provided across the school.	While research conducted in May and June 2020 found that children's enjoyment of reading increased overall during the first lockdown (from 47.8% pre-lockdown to 55.9% post-lockdown), reading enjoyment levels in early 2020 were at the lowest we have recorded since we began surveying children and young people in 2005. -National Literacy Trust	1/2
Training for all staff in new phonics program -No Nonsense Phonics. Fresh approach that provides consistency across the key stage. KS2 will also deliver daily. The program aligns with supporting reading at the same time	In July 2021, the Phonics International programme was re-validated by the DfE as a full SSP programme, and the No Nonsense Phonics programme was also validated as a full SSP programme in its own right. EEF Teaching and Learning Toolkit - Phonics +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1/2
Maths Hub support with Maths Fluency and introduction of the Mastering Number programme.	Cognitive Load Theory explains the importance of students having key facts ready to be retrieved from long term memory so they do not take up valuable space in working memory.	3
Accessing professional learning –Trust CPL and Networks are enabling staff to stay up to date with the latest research allowing the school to remain outward facing.	Evidence review: The effects of high-quality professional development on teachers and students https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	1/ 2/ 3

CPD for staff on vocabulary instruction.	The Simple View of Reading Alex Bedford's Pupil Book Study: An evidence-informed guide to help quality assure the curriculum	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 24,276

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific oral interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Oral language interventions	2
Small group Reading intervention using SHINE from Rising Stars	EEF Teaching and Learning Toolkit - Reading comprehension strategies +6 months - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1/2
Small group Maths interventions.	EEF Teaching and Learning Toolkit–Small group tuition - The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	3
1:1 Phonics interventions	EEF –One to One Tuition -Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1
Small group Phonics interventions	EEF Teaching and Learning Toolkit–Small group tuition - The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	1
1:1 Tutoring	DFE guidance (School led tutoring September 2021) shows that "Tutoring is one of the most effective tools for recovering lost education". Highly effective when a professional educator provides intensive and individualised academic support to pupils in small group arrangements. Pupils on average receive more feedback, are more engaged and complete work tailored to their specific needs, with an average impact of additional 4 months.	1/ 2/ 3

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

Budgeted cost: £ 15,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
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School contribution to residential, trips and visits.	“One third of school leaders said that they had used the Pupil Premium to subsidise or fully fund educational trips and/or residential visits for specific pupils.” OFSTED ‘The Pupil Premium: How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils’ (published in 2012).	4
Training from the Education Psychologist –focussing on Restorative Practice.	Emotion Coaching (Gottman, 2020) A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.	5
Introduction of a family worker x1 day a week	Previous work with family workers across schools has shown an increased engagement and positive relationship with home and school.	5
Think Children (early help for emotional wellbeing) x1 morning a week. (x3 children in x10 week cycles)	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. (EEF)	5
Sports Coaching/after school clubs	This has previously shown to have an impact for PP children in our school.	4

Total budgeted cost: £ 91,315

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Emotional wellbeing	Think Children
Sports Coaching	Premier Sports
1:1 Tutoring	Connex

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?	
What was the impact of that spending on service pupil premium eligible pupils?	