



Forest Glade Primary School's Pupil premium strategy statement

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 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 | 209 -240 with F1 |
| Proportion (%) of pupil premium eligible pupils | 31% (65) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-2025 |
| Date this statement was published | January 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Steven Champion |
| Pupil premium lead | Steven Champion |
| Governor / Trustee lead | Amanda Robinson |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £80,040 |
| Recovery premium funding allocation this academic year | £7,794 |
| 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 | £87,834 |

Part A: Pupil premium strategy plan

Statement of intent

At Forest Glade, we believe that every child, despite any early, adverse childhood experiences and current challenging circumstances can reach their full potential. We are committed to ensure that all children are provided with the opportunities and support they need to overcome identified barriers and that the gaps identified between children in receipt of pupil premium funding and those who are not are addressed promptly, ensuring all children's needs are fully met.

We are aware that some of the children in receipt of pupil premium funding at Forest Glade face challenges that are unique to them, including: low early language levels; low levels of aspiration and sometimes have additional social and emotional needs. As well as the afore mentioned challenges, we also acknowledge that some of our children have not had the same life experiences afforded to their peers and do not have the same opportunities outside school as many of their peers.

Our highest priority for our children in receipt of pupil premium funding is that they receive quality first teaching which meets their academic needs as well as support for their social and emotional needs. This will not only benefit children in receipt of pupil premium, but also those children who are not but face similar barriers.

At Forest Glade, we have carefully considered our whole school recovery plan when completing our pupil premium strategy, ensuring that they work hand in hand to provide targeted support for those who have been impacted most by Covid 19 and school closures. Children in receipt of pupil premium funding have been worst affected by the pandemic, both academically as well as their emotional well being and our strategy reflects the support provided for these children.

Although there is still a gap between the attainment of children in receipt of pupil premium funding and those who are not nationally, by striving to ensure that every child meets their potential and putting support mechanisms in place to aide this, we are enabling our most disadvantaged children to not only keep up, but surpass those who are often more fortunate.

When implementing our Pupil premium strategy, we not only address common challenges, but are also responsive to individual needs of pupils through robust gap analysis activities, progress dialogue meeting with staff and in the moment assessments in class.

Our aim for all children in receipt of pupil premium funding is for their needs to be identified early, strategies to be put in place, carried out effectively and monitoring activities to be conducted to ensure that what is being done is having the desired impact. As a result of these aims, all children, irrespective of their background, will leave Forest Glade achieving in line with their peers, confident in their own ability, able to succeed in society and with good emotional health.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Exposure to high quality reading materials and vocabulary resulting in gaps in attainment and progress in reading. |
| 2 | Gaps in mathematical knowledge across school including times tables and reasoning application due to the partial closure of school. |

| | |
|---|---|
| 3 | Experiences of some pupil Premium children outside of school is limited. This limits the opportunity to build cultural capital and build their knowledge of the world. |
| 4 | Lower language and oracy starting points for some of our pupil Premium children. |
| 5 | Social and emotional well-being of some pupil Premium children, with the opportunities for positive interactions and relationships with their peers limited by Covid19. |
| 6 | Attendance of pupil Premium children, with a particular focus on persistent absence. |

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 |
|--|--|
| To enable pupil Premium children to make expected, and accelerated progress to achieve at the expected standard. | <p>The percentage of children in receipt of pupil Premium funding achieving ARE and above will match that of those who are not</p> <p>Children will demonstrate progress following quality first teaching and additional interventions.</p> <p>Pupil discussions will show that our Pupil Premium children are knowing and remembering more in line with what has been taught and on par with their non-Pupil Premium peers</p> <p>Children will be independent learners</p> |
| To ensure a greater number of children at Greater Depth. | <p>There is a larger percentage of children achieving greater depth.</p> <p>Levels of aspiration and children's expectation of themselves increases.</p> <p>Children will be independent learners</p> |
| To prioritise early reading so that a greater number of Pupil Premium children pass their phonics screening in Year 1. | <p>All Pupil Premium children pass their phonics screening in year 1.</p> <p>Children have the correct reading books and are making expected levels of progress.</p> <p>All Pupil Premium pupils have access to a wide range of appropriate books that are of a high quality and cover a range of relevant issues facing children living in the modern world</p> |
| To improve language and oracy of Pupil Premium children enabling progress and attainment in all subject areas | <p>All pupils demonstrate high levels of confidence in oracy and can discuss their knowledge and learning.</p> <p>All pupils demonstrate ambitious vocabulary from across the curriculum in their oracy and also transfer this into their written work.</p> <p>Oral language interventions and vocabulary development work will often be related to the current content of what is being taught, to ensure new vocabulary is contextualised and actively used by pupils in spoken and written work – improved outcomes evidenced in planning and work scrutiny</p> |

| | |
|---|--|
| | <p>All pupils develop fluency in speaking and reading and a love of reading.</p> |
| <p>To ensure our pupil Premium children attendschool regularly to maximise learning opportunities</p> | <p>Attendance data will show that attendance among Pupil Premium children does not fall below that of non-pupil Premium children. Any persistent absence is rapidly addressed</p> |
| <p>To ensure our Pupil Premium pupils develop strong cultural capital and experience both an experiential curriculum and access extra- curricular and leadership opportunities in school.</p> | <p>Pupil Premium pupils will attend all visits and residential and cost will not be a barrier. Pupil Premium pupils will benefit from music lessons in school and will also attend a wide range of extra-curricular clubs with cost not being a barrier.</p> |
| <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> | <p>Think Children provides bespoke talking intervention which results in improved learning behaviours. PP children with social, emotional and mental health issues make accelerated progress and achieve end of year attainment 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.</p> |

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 |
|---|--|-------------------------------|
| <p>Quality first teaching is a priority and leadership time is given to ensuring high quality approaches across school.</p> | <p>'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed. EEF</p> | <p>1,2,4</p> |
| <p>Lesson design 'learning journey' in place to support granular learning and promote learning in the long-term memory.</p> | <p>Rosenshine's Principles of Instruction have influenced our lesson design. As has Sweller's Cognitive Load Theory.</p> | <p>1,2,3,4</p> |
| <p>Mastery approach in Maths with continued investment in Power Maths</p> | <p>Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. On average, mastery learning approaches are effective, leading to an additional five months' progress. EEF.</p> | <p>2,3,4</p> |
| <p>High-quality texts linked to enquiry learning</p> | <p>The use of high-quality books within the curriculum is at the heart of a school's successful approach to engage and support children to become motivated and independent readers</p> | <p>1,3,4</p> |
| <p>Early Reading Leader to provide CPL and coaching for teachers and TAs</p> <p>Providing quality, dedicated time for our reading lead to keep up to date with current practice and ensure that all teaching of phonics and phonics interventions are</p> | <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. We have found CPL and coaching effective in school with an impact on outcomes for pupils.</p> | <p>1,3,4</p> |

| | | |
|---|---|------------------|
| <p>consistent and take place as planned.</p> | | |
| <p>Classrooms are language rich environments</p> | <p>Language-rich environments will help ensure our pupils develop high levels of literacy and enable them to use a wide range of ambitious language and vocabulary across the curriculum.</p> | <p>1,3,4</p> |
| <p>Assessment procedures highlight gaps in learning to inform high-quality first teaching</p> | <p>Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. Improving Literacy-EEF</p> | <p>1,2,3,4</p> |
| <p>FFT aspire targets used to provide ambitious targets for all pupils</p> | <p>We are ensuring that our pupils have ambitious targets to help ensure that the gap between PP and Non-PP pupils is closed.</p> | <p>1,2,3,4</p> |
| <p>Coaching and support in place for teaching staff, including all ECTs, to develop high-quality pedagogy and quality first teaching Investment in WalkThrus and the dedicated time to implement this system will feature prominently this year</p> | <p>Effective Professional Development – EEF. Effective professional development plays a crucial role in improving classroom practice and pupil outcomes. Investment in WalkThrus and the dedicated time to implement this system will feature prominently this year</p> | <p>1,2,3,4,5</p> |
| <p>Embedding of a whole school reading comprehension approach</p> | <p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF reading comprehension.</p> | <p>1,3,4</p> |
| <p>Investment in high quality Reading for Pleasure library for children across school Investment in cross cultural and books featuring protected characteristics.</p> | <p>Children having access to high quality, stimulating texts to read at home increases the likelihood of children choosing to read. Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age compared with young people who do not enjoy reading at all. Children's and Young People's Reading Today, National Literacy Trust, 2012 Other benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and even 'a greater insight</p> | <p>1,3,4</p> |

| | | |
|--|--|--|
| | into human nature'. Reading for Pleasure: A research overview, National Literacy Trust, 2006 | |
|--|--|--|

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 | 1,3,4 |
| 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 | 1,3,4 |
| 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. | 2,3 |
| 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. | 1,3,4 |
| 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. | 1,3,4 |
| 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. | 1,2,3,4,5,6 |

| | | |
|---|--|-------------|
| A clear, robust and graduated approach to improving attendance | EEF- Addressing the most significant non- academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success. | 1,2,3,4,5,6 |
| Breakfast Club provision to provide support for punctuality and attendance | The research, carried out by public health experts at Cardiff University and published in the Journal of Public Health Nutrition, involves 5,000 pupils aged 9 to 11 from more than 100 primary schools. The study – thought to be the largest to date looking at longitudinal effects on standardised school performance – finds that children who eat breakfast, and who eat a better quality breakfast, achieve higher academic outcomes. | 5,6 |
| Morning snack for all children | The research, carried out by public health experts at Cardiff University and published in the Journal of Public Health Nutrition, involves 5,000 pupils aged 9 to 11 from more than 100 primary schools. The study – thought to be the largest to date looking at longitudinal effects on standardised school performance – finds that children who eat breakfast, and who eat a better quality breakfast, achieve higher academic outcomes. | 5,6 |

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

Budgeted cost: £ 15,060

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| 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). | 3,5,6 |
| 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. | 3,5,6 |

| | | |
|--|---|--------------|
| <p>ELSA training for a staff member and having a qualified ELSA to provide ongoing support for children across school</p> | <p>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)</p> | <p>3,5,6</p> |
| <p>Sports Coaching/after schoolclubs</p> | <p>This has previously shown to have an impact for PP children in our school.</p> | <p>3,5,6</p> |

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 2022 to 2023 academic year.

- At end of KS2 in 2022-2023, our Pupil Premium pupils outperformed National averages in all areas.
- Our Pupil premium pupils outperformed non pupil premium pupils in their phonics screening check
- Overall, our Pupil Premium children are performing better than non pupil premium children nationally by the end of KS2.

| Intended outcome | Success criteria |
|--|---|
| 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). | <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, Writing 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. |

| Year 1 | | | |
|-----------------|---------------|---------------------|------------------------------|
| Phonics | Passed | National | |
| All | 90% | | |
| Non PP | 89% | | |
| PP 3 Children | 100% | | |
| Year 4 | | | |
| MTC | 25/25 | Average mark | National 25/25 |
| All | 63% | 22.6 | 29% |
| Non PP | 67% | 23.6 | National Average Mark |
| PP 7 Children | 58% | 21 | 20.2 |
| KS2 | | | |
| Reading | ARE | GD | National |
| All | 100% | 50% | 73% |
| Non PP | 100% | 57% | |
| PP 7 Children | 100% | 48% | |
| Writing | ARE | GD | National |
| All | 100% | 17% | 71% |
| Non PP | 100% | 14% | |
| PP 7 Children | 100% | 17% | |
| Maths | ARE | GD | National |
| All | 100% | 43% | 73% |
| Non PP | 100% | 29% | |
| PP 7 Children | 100% | 48% | |
| GPS | ARE | GD | National |
| All | 100% | 40% | 72% |
| Non PP | 100% | 29% | |
| PP 7 Children | 100% | 43% | |
| Combined | ARE | GD | National |
| All | 100% | 7% | 60% |
| Non PP | 100% | 14% | |
| PP 7 Children | 100% | 4% | |

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).

- Think Children, followed by ELSA, provide bespoke talking intervention which results in improved learning behaviours.
- PP families receive support from the SENDCo and Headteacher who are inclusion leads, 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.

| | |
|---|---|
| <p>To provide our Pupil Premium children with the opportunities to attend a variety of clubs and regular access to trips and experiences (4).</p> | <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. • We now offer a forest school provision at one of our partner schools which is accessed by pupil premium children. |
|---|---|

Externally provided programmes

| Programme | Provider |
|-----------------|----------------------------|
| Sports Coaching | Premier Sports |
| 1:1 Tutoring | Temporary Teacher employed |
| Group tutoring | Temporary teacher employed |
| Forest School | Flying High Partnership |

Service pupil premium funding (optional)

| Measure | Details |
|---|--|
| <p>How did you spend your service pupil premium allocation last academic year?</p> | <p>The school has a robust pastoral offer. The wellbeing of children who access this support includes those children who have a service indicator and linked funding. This is either through direct planned sessions or indirect. This depends on the current needs of the children at the time.</p> |
| <p>What was the impact of that spending on service pupil premium eligible pupils?</p> | <p>Building and maintaining relationships are a key aspect to ensuring children with this indicator feel that they can share their thoughts and work through them with a trusted school adults. Parental feedback and feedback from the pupils was positive. Two of the three children were in Year 6 and Both made good progress and achieved their target mark in their external assessments</p> |