# 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 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 | Forest Hills Primary School |
| Number of pupils in school | 85 |
| Proportion (%) of pupil premium eligible pupils | 59% (50 pupils) |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022 to  2024/2025 |
| Date this statement was published | September 2021 (updated July 2023) |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Darryl Asbury |
| Pupil premium lead | Sarah Powell |
| Governor / Trustee lead | Ashley Knibbs |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £66 930 |
| 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 | £66 930 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| At Forest Hills Primary School, we are passionate about ensuring all pupils, irrespective of their background or the challenges they face, make good progress and have access to a high-quality education. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, and to ensure they are offered the same opportunities as their peers.  The school is situated in an area ranked 2901 out of 32844 neighbourhoods in England; where 1 is the most deprived. This means our school serves a neighbourhood which is amongst the 10% most deprived in the country. [http://dclgapps.communities.gov.uk/imd/iod\_index.html#](http://dclgapps.communities.gov.uk/imd/iod_index.html) It is important to note that those in our school community deemed to be non-disadvantaged, do in fact suffer from a level of disadvantage not captured within the data.  Having higher than average proportions of children with SEND and with a social worker, we will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  The Educational Endowment Fund recommends that ALL children must have access to high quality teaching that is “complemented with carefully selected interventions.” This 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 attainment gap and will benefit non-disadvantaged pupils in our school.  The activities outlined within our pupil premium strategy support our whole school priorities as we acknowledge that the majority of our children begin school with low starting points. Our pupil premium strategy acknowledges the gaps our disadvantaged children have in: oracy, vocabulary, phonics and comprehension. We understand that these gaps have a significant impact on how children are able to access all learning and their ability to access the written word in the wider curriculum. Therefore, we want all children to have high levels of oracy and literacy.  Our approach will reflect the common challenges faced by groups of learners, as well as their emerging individual needs. This will be achieved through a thorough understanding of our whole school community, alongside robust, ongoing assessments. To ensure our approach is effective we will:   * Identify need at the earliest opportunity and act early * Adopt a whole school approach with clear roles and accountability * Raise aspirations and children’s expectations of what they can achieve |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Assessments, observations and discussions with pupils indicate speech and language, oracy and vocabulary among many disadvantaged pupils are areas of particular weakness. Disadvantaged children have lower starting points and the majority are significantly below age related expectations on entry to school. |
| 2 | Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers, and therefore their access to the rest of the curriculum. |
| 3 | Assessments, observations and discussions with pupils indicate that mathematics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 4 | Observations and discussions with pupils demonstrate that many disadvantaged pupils have low levels of independence, resilience and in addition they find the self-regulation of their own behaviours challenging. |
| 5 | Discussions with pupils demonstrate that many disadvantaged pupils have low aspirations due to external factors and the limitations of their own experience. |
| 6 | Discussions with parents and staff, monitoring and environmental walks indicate a lack of parental engagement with their child’s learning. This is due to low levels of parental literacy and personal experiences of education. This affects a greater proportion of disadvantaged pupils, rather than their disadvantaged |
| 7 | Assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by past school closures to a greater extent than for other pupils. This has resulted in knowledge gaps, particularly in mathematics, leading to pupils falling further behind age-related expectations. |
| 8 | Observations and discussions with pupils and their families have identified the increased prevalence of social and emotional issues for many pupils, following the past school closures. These issues particularly affect disadvantaged pupils, and not only impact negatively on the pupils’ mental health, but also, as a consequence, their attainment. |
| 9 | Our attendance data over the last year indicates that attendance among disadvantaged pupils was lower than that of non-disadvantaged pupils.  Of the children who were ‘persistently absent’ all were disadvantaged pupils during that period. Our assessments indicate that absences have a negative impact on disadvantaged pupils’ progress. |

## 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 |
| Improved speech and language skills, oracy and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved speech and language, oracy and vocabulary among disadvantaged pupils. |
| Improved phonics and reading attainment among disadvantaged pupils. | PSC outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.  KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. |
| Improved mathematics attainment for disadvantaged pupils. | KS2 mathematics outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. |
| Improved learning behaviours of our disadvantaged pupils, including improved self-regulation to reduce negative behaviours | Observations and discussions with pupils indicate significantly improved learning behaviours and attitudes to learning among disadvantaged pupils.  Monitoring of behaviour indicates fewer behavioural concerns during lesson time among disadvantaged pupils. |
| Increased parental engagement with their child’s learning resulting in accelerated progress and raised aspirations. | Discussions with pupils and their families, and attendance at parental workshops and meetings indicates increased levels of parental engagement, resulting in accelerated progress. Parental engagement of disadvantaged pupils is inline with their non-disadvantaged peers. |
| Improve pupil’s self-esteem and wellbeing, particularly our disadvantaged pupils. | Observations and discussion with pupils and their families indicates that the mental health and well being, including their self esteem of disadvantaged pupils in inline with that of their non-disadvantaged peers. |
| Improved and sustained attendance of all pupils, particularly our disadvantaged pupils. | By 2024/25, sustained high attendance demonstrated by:   * overall absence for all pupils being no more than 4%, and attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. * the percentage of pupils who are persistently absent among disadvantaged pupils being no more than 1% lower than their peers. |

## 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: **£29 131**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embed speech and language and oracy activities across the school curriculum.  Stoke Speak Out to be embedded across EYFS and Key Stage 1  Talk for Writing to be embedded across KS1 and 2, and opportunities for oracy and language development are central to the teaching of all subjects. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.  [Oral Language Interventions EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1  2 |
| Renew Little Wandle Revised Letters and Sounds SSP to secure stronger phonics teaching for all pupils.  [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme)  Ensure all staff receive ongoing training and support to deliver Phonics effectively so that teaching is never less than good and differences continue to diminish. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.  [Phonics EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Enhancement of our maths teaching and curriculum.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | The EEF guidance is based on a range of the best available evidence  [Improving Mathematics EEF](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 3 |
| Ensure feedback to pupils is timely and effective, in line with our feedback policy, and allows disadvantaged learners to make progress, diminishing the gap with their peers. | There is a strong evidence base that Feedback impacts positively on progress and furthermore self-regulation.  [Feedback EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) | 1  2  3  4 |
| All staff develop metacognitive talk through modelling their own thought processes, talking partners, peer collaboration, and opportunities to reason and talk | Evidence shows that children are unlikely to develop these skills unless they are explicitly taught.  [Metacognition and Self-regulation EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation) | 1  4 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: **£27 309**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Establish small group speech and language interventions (such as Stoke Speaks Out and Wellcom) interventions for disadvantaged pupils falling behind age-related expectations. | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  [Oral Language Interventions EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1 |
| Deliver interventions that address gaps in phonics and early reading to prevent disadvantaged pupils falling behind age-related expectations.  Accessing training from St. John Bosco English Hub. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.  [Phonics EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Deliver targeted emotional and social interventions (ELSA) for those in need. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.  [Social and Emotional Learning EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 4  5  8 |
| Explicitly teach reading comprehension strategies daily and embed these strategies across the curriculum.  Purchase reading books to promote a love of reading and to appeal to reluctant readers. | Although the main focus is on reading, comprehension strategies have a positive impact on a range of curriculum subjects. Low attaining pupils benefit most from the explicit teaching of reading comprehension strategies.  [Reading Comprehension Strategies EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies) | 2 |
| Engaging with the National Tutoring Pro-gramme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.  [School-led Tutoring Guidance](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf) | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind,  [Small Group Tuition EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1  2  3  7 |

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

Budgeted cost: **£10 490**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Revisit whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school. | Both targeted interventions and universal approaches can have positive overall effects:  [Behaviour interventions EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 4 |
| Revisit Emotion Coaching training to improve pupils’ decision-making skills, interaction with others and their self-management of emotions.  Embed Social and Emotional Leaning across our routines and practices. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.  [Social and Emotional Learning EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 4 |
| Deliver parental workshops to engage parents and to support them to support their children in Phonics and Reading initially, then Mathematics. | Evidence shows, where a parent works directly with their child one-to-one it has greater impact. In addition, it has a greater impact on literacy than mathematics. Lower attaining pupils appear to benefit more.  [Parental Engagement EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) | 2  3  5  6 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities).  Office Manager and Head of School to work closely to improve attendance and identify where support is required early. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  [Attendance EEF](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance) | 9 |
| Provide pastoral support to vulnerable families to improve engagement, attendance and to support the welfare of vulnerable families such as those with a social worker, and to develop our provision for SEMH. | [Parental Engagement EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)  [Social and Emotional Learning EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 4  6  7  8  9 |

**Total budgeted cost: £66 930**

# 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.

|  |
| --- |
| During the academic year 2022-23, there have been significant developments for all pupils, including the disadvantaged. The summary of outcomes therefore reflects these successes, however the impact of the pandemic on speech and language cannot be understated.  Our internal assessments during 2022/23 suggested that disadvantaged pupils’ attainment and progress was above that of their non-disadvantaged in Reading, Writing and Mathematics across the majority of year groups (R, 1, 3, 4, 5). This was evidenced through baseline, midline and end line assessment carried out across the MAT and a neighbouring LA, as well as teacher assessment. This is due to the shared experiences of disadvantaged pupils and those who did not meet the threshold, yet suffer from a level of disadvantage. In Years 2 and 6, disadvantaged children did not achieve as well as their peers.  In July 2023, 44% of disadvantaged pupils met the threshold for the Phonics Screening Check in Year 1, compared to 50% of all pupils (due to pupil numbers this was not a significant gap). In Year 2 78% of disadvantaged pupils met the threshold, compared to 83% of all pupils (again, due to pupil numbers this was not a significant gap).  Although overall attendance in 2022/23 was lower than the national average (93.1%), it was in line the preceding year. The attendance of disadvantaged children was below average, due to absences relating to sickness and Covid. The persistent absentees identified previously, have achieved and sustained improved attendance.  During the last academic year, behaviour has continued to improve due to our Emotion Coaching approach, CPD for which was given to all staff, coupled with increasing expectations. It is clear however that wellbeing and mental health were significantly impacted for some during the pandemic and that this is typical of the community. This is particularly pertinent for disadvantaged pupils and families. We used pupil premium funding to provide training and supervision for our Emotional Literacy Support Assistant (ELSA), who provides wellbeing support for all pupils, and targeted interventions where required. We are building on that approach within this plan. |