

Pupil Premium Strategy Statement

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	Forest Hills Primary School
Number of pupils in school	62
Proportion (%) of pupil premium eligible pupils	70.9% (44 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	September 2025 (updated annually)
Date on which it will be reviewed	July 2026
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	£66,660
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	£66,660

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# 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 their personal experiences of education. This affects a greater proportion of disadvantaged pupils, rather than their disadvantaged
7	Observations and discussions with pupils and their families have identified the increased prevalence of social and emotional issues for many pupils. These issues particularly affect disadvantaged pupils, and not only impact negatively on the pupils' mental health, but also, as a consequence, their attainment.
8	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 2027/28 show that more than 60% of disadvantaged pupils met the expected standard. KS2 reading outcomes in 2027/28 show that more than 80% of disadvantaged pupils met the expected standard.
Improved mathematics attainment for disadvantaged pupils.	KS2 mathematics outcomes in 2027/28 show that more than 70% 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 that disadvantaged pupils show perseverance and make links across the wider curriculum.
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 in line 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 is in line with that of their non-disadvantaged peers.
Improved and sustained attendance of all pupils, particularly our disadvantaged pupils.	By end of 2027/28, sustained high attendance demonstrated by: <ul style="list-style-type: none"> overall absence for all pupils being no more than 4%, and attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. 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: **£27,315.10**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed speech and language and oracy activities across the school curriculum.</p> <p>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.</p> <p>CPD - Delivery by Trust Inclusion / T&L Team</p> <p>= £18,230.64</p>	<p>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.</p> <p>Oral Language Interventions EEF</p>	<p>1 2</p>
<p>Renew Little Wandle Revised Letters and Sounds SSP to secure stronger phonics teaching for all pupils.</p> <p>DfE validated Systematic Synthetic Phonics programme</p> <p>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.</p> <p>= £4,027.62</p>	<p>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.</p> <p>Phonics EEF</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD (including team teaching support to ensure consistency across school).</p>	<p>The EEF guidance is based on a range of the best available evidence</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	<p>3</p>

= £2,353.38		
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. = £1,771.90	There is a strong evidence base that Feedback impacts positively on progress and furthermore self-regulation. Feedback EEF	1 2 3 4
All staff complete CPD to develop metacognitive talk through modelling their own thought processes, talking partners, peer collaboration, and opportunities to reason and talk = £931.56	Evidence shows that children are unlikely to develop these skills unless they are explicitly taught. Metacognition and Self-regulation EEF	1 4

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

Budgeted cost: **£22,682.52**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group speech and language interventions (advised by PHMAT SALT and Wellcomm for wave 1 whole class intervention) for disadvantaged pupils falling behind age-related expectations. = £4,995.36	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	1
Deliver interventions that address gaps in phonics and early reading to prevent disadvantaged pupils falling behind age-related expectations. = £8,073.36	Phonics approaches have a strong evidence base indicating positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over up to 12 weeks. Phonics EEF	2
Deliver targeted emotional and social interventions (ELSA) / MHST	There is extensive evidence associating childhood social and emotional skills	4 5 7

interventions for those in need. = £1,379.16	with improved outcomes at school and in later life. Social and Emotional Learning EEF	
Explicitly teach reading comprehension strategies daily and embed these strategies across the curriculum. = £8,234.64	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	2

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

Budgeted cost: **£16,662.52**

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. = £432.19	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF	4
Revisit Emotion Coaching training to improve pupils' decision-making skills, interaction with others and their self-management of emotions. Embed Social and Emotional Learning across our routines and practices. = £863.94	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Social and Emotional Learning EEF	4
Deliver parental workshops to engage parents and to support them to support their children in Phonics and Reading initially, then Mathematics. = £806.87	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	2 3 5 6
Embedding principles of good practice set out in the DfE's Improving School Attendance .	The DfE guidance has been informed by engagement with schools that have significantly	8

<p>Office Manager, Headteacher and Education Welfare Officer to work closely to improve attendance and identify where support is required early.</p> <p>= £5,600.46</p>	<p>reduced levels of absence and persistent absence.</p> <p>Attendance EEF</p>	
<p>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.</p> <p>=£8,959.08</p>	<p>Parental Engagement EEF</p> <p>Social and Emotional Learning EEF</p>	<p>4</p> <p>6</p> <p>7</p> <p>8</p>

Total budgeted cost: £66,660

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 2024 to 2025 academic year.

During the academic year 2024-25, there have been significant developments for all pupils, including the disadvantaged. The summary of outcomes therefore reflects these successes, however the impact of disadvantage on speech and language, particularly in the early years, cannot be understated.

Our internal assessments in 2024/25 suggest that disadvantaged pupils' attain broadly in line with or above non-disadvantaged in Reading, Writing and Mathematics across Key Stage 2, except Year 4 Mathematics, demonstrating that through quality first teaching and intervention the gap is closing. In Key Stage 1, the attainment of disadvantaged pupils' was broadly in line with non-disadvantaged due to low pupil numbers and therefore broad confidence intervals. In Year 2 writing, the gap was more significant. These assessments were evidenced through baseline, midline and endline assessments carried out across the MAT, 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 Year 6, disadvantaged children achieved standards in line with their peers in Mathematics, and a higher percentage of disadvantaged children met the expected standard in Reading and Writing.

In June 2025, 14% of disadvantaged pupils passed the Phonics Screening Check in Year 1, compared to 22% of all pupils. However, low pupil numbers and high levels of SEND, means this is not a significant difference. In Year 2, 83% of disadvantaged pupils met the threshold, compared to 88% of all pupils (not a significant gap).

In 2024/25 overall attendance was in line with the national average, and high compared to similar schools. This was an improvement on the preceding years. The attendance of disadvantaged children was 1% below their peers, but demonstrated improvement. Persistent absentees identified previously, achieved and sustained improvements.

During the last academic year, behaviour has continued to improve due to our Emotion Coaching approach, CPD, which was given to all staff, and clear expectations. It is clear that wellbeing and mental health needs are increasing and work with the local MHST has continued. This is particularly pertinent for disadvantaged pupils and families. We have used pupil premium funding to allow the Headteacher to work alongside the MHST practitioner, who provides wellbeing support for all pupils, and targeted interventions, to enable consistency throughout the week and to ensure sustainability.