



# Forest Hall Primary School

## Pupil Premium Strategy Statement 2023-24



This statement details our school's use of pupil premium funding for the academic year 2023-24 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 Hall Primary
Number of pupils in school	152
Proportion (%) of pupil premium eligible pupils	39%
Detailed Breakdown 2022-23	FSM 60 pupils LAC 0 pupils Service children 1
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-22 to 2024-25
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	FHPS Governing Body
Pupil premium lead	Carmel Parker Headteacher
Governor / Trustee lead	Lauren Willis Langozi

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,635
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£87,720</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At FHPS 39% of our pupils are eligible for pupil premium funding but the number of pupils in receipt of free school meals who will become eligible for PP in November 2023 is likely to rise if family circumstances change or if new children are admitted to school. Our strategy is flexible to accommodate changing numbers and benefit all children.

Our intention is that all children will receive high quality teaching to sustain and improve their knowledge, skills and understanding to make good progress across the curriculum and be working securely within age related expectations.

We know that our children come to us with different pre-school experiences and with wide ranging individual abilities, needs and interests. Some of our children belong to vulnerable groups and may not be in receipt of FSM but are still facing disadvantage.

Needs and priorities can also change over time. Currently 57% of our SEN caseload of children at SEN support or with an EHCP are also disadvantaged. We aim to respond to individual needs within a supportive learning environment using resources available to us.

Our internal assessment programme regularly reviews individual progress and well-being. Some children benefit from short term booster groups whilst others need long term research based intervention programmes. All interventions take entry and exit measures so progress and success can be measured. Other children may need support to develop and maintain their well-being such as an early help or young carer's assessment

The focus of our pupil premium strategy is to enable disadvantaged pupils to develop their potential to achieve and sustain good progress from their starting points, reducing the impact of common barriers identified by the Education Endowment Foundation (EEF).

The EEF have identified punctuality and attendance, communication and language skills on entry to school, parental literacy skills and their support for learning and challenging home circumstances as typical barriers impeding the achievement of disadvantaged children. At Forest Hall Primary some of our disadvantaged children have experienced one or more of these common barriers during their time with us.

### Key principles of the FHPS strategy

- All children receive quality first teaching and learning which meets their needs
- Children are taught in pure year group classes *if class numbers make this financially viable* and children work to their year group objectives
- Children are taught by experienced and effective teachers and teaching assistants

- Needs are regularly assessed and key issues for individuals, vulnerable groups and classes are identified, both academic and pastoral
- Actions to meet key issues for disadvantaged pupils are swiftly implemented and resourced in full or in part by the pupil premium grant
- Targeted academic support for disadvantaged pupils including the more able, either one to one or small groups
- Disadvantaged pupils who do not have a cognitive SEND need, to be working within age-related expectations in reading, writing and maths
- Disadvantaged pupils in Y1 and Y2 to meet the standard of the phonics check and those in Y4 to meet the standard of the multiplication check
- Ensure disadvantaged children are not financially excluded from participating in extra-curricular clubs and visits including residential overnight stays.

## Challenges

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

Challenge number	Detail of challenge
1.	Reading fluency and comprehensions skills are underdeveloped in many of our disadvantaged children due to several factors including SEND; parental literacy skills, reluctance to read for pleasure at home and the lasting impact of school closure caused by Covid 19. It has been noticed that poorer readers who are also disadvantaged, are often passive readers who do not engage with or appear to register unfamiliar vocabulary when encountered in texts which impacts on their comprehension.
2.	To increase the proportion of non-SEND disadvantaged pupils working within age related expectations in writing and maths and continue to fill gaps in knowledge as they are identified.
3.	Accurate spelling and punctuation is an issue across school and features as a key area for improvement in the development plan. For disadvantaged pupils with weaker literacy skills this is a barrier to their progress across all areas of the curriculum where writing is needed ie reports, fact files, explanations and accounts.
4.	From entry to EYFS onwards, assessments and observations indicate a growing number of children operate within a narrow spoken vocabulary and lack the confidence and ability to articulate and express what they are thinking and feeling in terms of emotions, responding to situations, events and texts. Weaker oral skills impact on participation in discussion and learning across the curriculum.
5.	Individual circumstances differ but some of our disadvantaged children also have SEND and/or challenging home situations which affect their outcomes. 83% of our Young Carers are also disadvantaged as are 57% of our current SEND caseload.

6.	Attendance data indicates that a slightly higher percentage of disadvantaged children do not have regular and punctual attendance. Attendance for the Autumn term 2023 showed non Pupil Premium children had 95.08% attendance and Pupil Premium had 94%. Pupil Premium children had 1.56% unauthorised absences and non-Pupil Premium had 0.76%.
7.	Mental health and well-being concerns and the time taken for external agencies to assess children is becoming a concern as behaviour can become disregulated and this impacts on individual progress. 82% of our SEND and FSM6 caseload have SEMH and or Communication and interaction as their primary need.

## 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><b>Quality first teaching for all</b>            Maintain a consistently high standard of teaching and learning from nursery to Y6 for all pupil groups.            Teaching staff reflect on their practice and deliver high quality teaching through focused CPD.            This will impact positively on provision and outcomes for all disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>Teaching and learning across the school will continue to be at least good.</li> <li>Provision meets the needs of all pupils including disadvantaged.</li> <li>Pupils make at least expected progress from their starting points.</li> <li>Pupils are actively engaged in their learning and attendance rates are at the NA</li> <li>Pupil and staff morale remains high</li> </ul>
<p><b>Disadvantaged pupil outcomes</b>            For disadvantaged pupils who do not have a cognitive SEND need, to be working within age-related expectations in reading, writing and maths and make at least expected progress from their starting point.            For disadvantaged pupils who do not have a cognitive SEND need to reach the standard of key benchmarks; Year 1 &amp; 2 phonics check, Y4 multiplication check and Y6 SATs.            For disadvantaged children with an EHCP or at SEN support to continue to develop their knowledge and skills, making progress from their starting point and towards securing the objectives in their individual plans.</p>	<ul style="list-style-type: none"> <li>Gaps in key concepts identified and closed</li> <li>Targeted academic interventions used effectively to support individual or small group key issues</li> <li>Steady improvement year on year in disadvantaged pupils making at least expected progress of 6 steps over an academic year.</li> <li>Steady improvement year on year of disadvantaged pupils reaching key benchmarks in line with NA.</li> <li>Appropriate and effective provision for disadvantaged pupils with SEND enabling them to make steady progress towards securing their individual objectives.</li> </ul>
<b>Reading fluency and comprehension</b>	<ul style="list-style-type: none"> <li>Read Write Inc phonics ability groups in Reception, Y1 and Y2 to develop early reading skills.</li> </ul>

<p>For disadvantaged pupils to develop the skills to read accurately and fluently with increasing comprehension.</p> <p>To read for pleasure in school and at home.</p>	<ul style="list-style-type: none"> <li>Regular RWI phonics assessments show steady improvement in securing sound recognition in year.</li> <li>NFER reading comprehension shows a higher percentage of disadvantaged pupils operating at and above ARE in year and over time.</li> <li>YARC individual assessments identify specific weaknesses in reading skills which are then addressed by interventions.</li> <li>Effective interventions strengthen understanding and skills to increase targeted individuals' fluency and comprehension.</li> <li>The approach to independent reading in KS2 is fully embedded and followed consistently, developing confident and competent readers.</li> <li>The reading incentives programme promotes and encourages reading widely and for pleasure.</li> <li>The increasing take-up of the KS2 Library Club giving pupils the opportunity to select books to take home, fostering a love of reading and access to current children's authors.</li> </ul>
<p><b>Writing across the curriculum</b></p> <p>For disadvantaged pupils to use age appropriate punctuation accurately in their writing across the curriculum. Also to spell high frequency and year group vocabulary accurately</p>	<ul style="list-style-type: none"> <li>HAST spelling tests show a steady improvement in scores.</li> <li>Writing scrutiny across the curriculum shows greater accuracy in sentence demarcation and spelling known words.</li> <li>Writing progress rates improve with a higher proportion of disadvantaged children working within age related expectations.</li> </ul>
<p><b>Speaking and listening skills</b></p> <p>To extend disadvantaged children's understanding and use of vocabulary from nursery onwards through increased exposure to a wider and richer vocabulary. This includes both general and specific topic related vocabulary in speech, play and written work.</p> <p>To give them the skills and confidence to express their ideas, feelings and responses out loud. Also to understand turn taking, listening and responding to others in conversation, discussion and debate.</p>	<ul style="list-style-type: none"> <li>Speaking and listening termly assessments will show a steady decline in the number of disadvantaged children below age related expectations.</li> <li>Observations will note that a wider vocabulary is being used in play and discussion.</li> <li>Wider curriculum assessments and work scrutiny will show that topic specific vocabulary is being internalised and applied in writing.</li> </ul>

<p><b>Attendance and punctuality</b></p> <p>Increase attendance rates for disadvantaged pupils across school, ensuring that the number of pupils eligible for pupil premium who are persistent absentees (PA) decreases in year.</p>	<ul style="list-style-type: none"> <li>Overall attendance rates for disadvantaged pupils will improve and be at least in line with national figures and comparable with other pupil groups.</li> <li>Punctuality will improve for the disadvantaged pupils who regularly miss either speed sound or maths mash-up sessions.</li> <li>There will be a significant decrease in the number of persistent absentees among pupils eligible for PP. This will be at least in line with national and comparable with other pupil groups.</li> <li>Child focused attendance and punctuality incentives motivate children to attend school regularly and on time.</li> </ul>
<p><b>Access opportunities</b></p> <p>To enable disadvantaged pupils to access clubs, visits and residential experiences offered to all pupils.</p>	<ul style="list-style-type: none"> <li>Disadvantaged pupils take part in extra-curricular activities offered to all pupils to take part in the wider life of the school.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: approx. £56,868

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Maintaining pure year group classes.</b></p> <p>School has a falling role with 4 very small year groups moving through school of 10, 15 and 2 x 16 pupils. Whilst school aspires to maintaining pure year groups it has not been financially viable to do so. It has been possible to form a KS1 unit of 26 pupils who are taught literacy and</p>	<p><i>EEF Guide to the Pupil Premium</i>  <i>'The Pupil Premium is designed to support schools to raise the attainment of socially disadvantaged children. However, many of the most effective ways to do this—including improving the quality of teaching—will also benefit other groups: '</i></p> <p>Maintaining high quality teaching is key to improving pupil outcomes and EEF research states that high quality class teaching is the most effective way to</p>	1, 2, 4, 5, 6, 7

<p>maths in their pure year groups to facilitate quality first teaching of year group objectives and secure key concepts from the previous year. In the afternoons, wider curriculum subjects are taught to the mixed Y1/2 class on a 2 year rolling programme. In the KS1 unit, 58% of the children are FSM6.</p> <p><i>(Partly funded by pupil premium).</i></p>	<p>reduce the gap between disadvantaged and non-disadvantaged pupils.</p> <p>At FHPS we aspire to maintaining pure year groups across school to support high quality focused teaching developing year group specific objectives. We continue to maintain pure year groups for literacy and numeracy in reception and KS1.</p> <p>Pure year groups enable teachers to continue to address gaps in learning as they emerge, developing vocabulary, early reading skills and number sense so that children have the basic skills in readiness to access the KS2 curriculum.</p>	
<p><b>Retaining experienced and effective yet costly teaching staff</b> to deliver high quality teaching and learning across the curriculum and maintain high standards of behaviour. Also providing consistency and continuity of expectation and provision across school which promotes pupil well-being.</p> <p>The Governing Body has recognised the strategic importance of maintaining the current staffing complement of highly experienced and effective teachers who are all UPS from September 2023.</p> <p>It has been acknowledged that the quality of teaching and learning in science has much improved in KS2 since it has been taught across KS2 classes by</p>	<p><i>'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.'</i> [EEF Guide to Pupil Premium]</p> <p><i>'Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'</i></p> <p><i>'There is a strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve whole-class teaching, and attend to wider challenges to learning, such as attendance and behaviour...'</i></p>	<p>1,2,3,4,5,6,7</p>

<p>the science lead as part of PPA cover.  <i>(Partly funded by pupil premium.)</i></p>		
<p><b>Developing early reading and writing skills in KS1</b></p> <p>Read Write Inc Phonics programme is used to teach sounds and early reading skills to reception and KS1 children, 58% of whom are eligible for FSM6.</p> <p>RWI resources used to deliver the programme include an on line subscription to access downloadable materials and training videos.</p> <p>KS1 TA part funded to facilitate 3 ability groups to deliver RWI sounds and reading session in KS1 and then lead a writing group.</p> <p>Read Write Inc resources to support learning in school and reading at home.  <i>(Funded in part or wholly by Pupil Premium.)</i></p>	<p>RWI phonics is on the DfE's list of validated systematic synthetic phonics (SSP) programmes.</p> <p>FHPS phonics check outcomes have always been at or above NA due to focused teaching at group levels. This dropped below the NA for the first time in 22-23 due to the nature of the cohort with each child was worth 6.25% and including a child working below the level of the check waiting for a place in specialist provision.</p> <p>Re-tests in Y2 have shown an improvement on Y1 outcomes bring end of KS1 outcomes in line with the national average and 7% above in 2023.</p> <p>Over time small ability groups have proved to be the most effective way of delivering RWI and securing phonic knowledge as evidenced by our historic phonics data.</p>	<p>1,2,3,5,6</p>
<p><b>Developing language and communication skills in Early Years</b></p> <p>BLAST 1 (Boosting Language Auditory Skills and Talking) programme in nursery to support the development of speech, language and communication.</p>	<p><i>'Blast is a proven programme for foundation stage children that develops speech, language, communication and phonics skills.'</i></p> <p><i>Teachearlyyears.com</i>  <i>Nurseryworld.co.uk</i></p> <p>Recommended by North Tyneside Early Years Team</p>	<p>3, 4</p>

<p>4-8 pupils per group 15 mins per day, every day for 6 weeks led by trained practitioner (part funded by Pupil Premium)</p>		
<p><b>Embedding oracy skills across school.</b></p> <p>The English lead and SENDCo will monitor the development of oracy skills across school following whole staff CPD. Opportunities for children to talk in a range of contexts both formal and informal should be built into planning across the curriculum to enable children to articulate their feelings, responses and ideas more effectively and with greater confidence.</p> <p>The aim is to embed a whole school oracy culture. This will support learning in maths as children have to be able to explain their reasoning and need to be able to articulate it prior to recording.</p> <p>This also includes teaching and using subject specific vocabulary to enhance knowledge and understanding across subjects taught.</p>	<p>This was part of a DfE funded project aimed to improve transition from Y6 to high school and led by Voice 21 in 2021-22.</p> <p>The local high school led on this and feeder primaries were invited to take part.</p> <p>Voice 21 have since delivered oracy training at FHPS as their approach can be adapted for younger primary age pupils.</p> <p><i>Visitors to school have remarked on the confidence with which the children speak to them when visiting their classrooms.</i></p>	3,4
<p><b>Improving spelling accuracy in KS2</b></p> <p>Read Write Inc Spelling Programme Y3-6, 15 minute whole class session per day based on phoneme/grapheme correspondence building</p>	<p>Proven approach underpinned by phonic knowledge, matched to the National Curriculum spelling requirements</p> <p>EEF recommend that spelling is actively taught [KS2 literacy Guide Nov 21]</p>	1,2 & 3

<p>a knowledge of word families and suffixes.</p> <p>Built in regular assessment to monitor progress.</p> <p><i>(Part funded by Pupil Premium.)</i></p>		
<p><b>Reading fluency and comprehension</b></p> <p>Independent free reading from Y4 onwards facilitated by SLA contemporary fiction loan. This exposes pupils to a wider range of quality contemporary fiction and encourages wider reading for pleasure, developing personal preferences.</p> <p>To purchase reading scheme books aimed to motivate and enthuse Y3 readers who still need the support of a controlled vocabulary Y3. This will provide a stepping stone from RWI home reading books used in KS1 to moving towards independent reading.</p> <p><i>(Reading loan SLA and Y3 book order part funded by Pupil Premium.)</i></p>	<p>EEF</p> <p>‘Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.’</p> <p>High incidence of FSM6 pupils and SEND in KS2 reading below ARE.</p> <p>Our pupils’ growing lack of motivation to read for pleasure. (N Renaldi, ‘Follow the Reader’ TRG research paper 2023)</p>	<p>1, 2 ,3 &amp; 4</p>
<p><b>CPD for teachers and support staff</b></p> <p>Teachers and TAs are keen to maintain and extend their skills through quality CPD which will ultimately benefit the children they teach.</p> <p>The foci for staff CPD in 2023-24 are:</p>	<p>‘Spending on developing high quality teaching may include investment in professional development,’</p>	<p>1,2,4,7</p>

<p>To ensure teachers are familiar with the content of the revised Reading Framework and that its principles are embodied in their practice</p> <p>To embed Mastering Number strategies in reception and KS1 practice.</p> <p>To understand and teach strategies to develop mathematical thinking across school</p> <p>To understand and develop effective approaches in working with neurodiverse children</p> <p><i>Part funded by Pupil Premium</i></p> <p>DfE approved training for for the Senior Mental Health Lead.</p>	<p>Release time for maths lead to access Maths Hub sustaining TRG programme, feeding back to teachers to maintain good practice</p> <p>LCT offer training on managing neurodiverse children which EY staff have accessed to improve the school experience and outcomes for children with autism in school.</p> <p>Leads will be able to: create a plan to develop, implement and sustain a whole school or college approach to mental health and wellbeing, tailored to their setting's needs, put in place strategies to identify, understand and overcome resistance, and bring key stakeholders with them.</p> <p><i>Government recommendation that all schools &amp; colleges have a designated Senior Mental Health Lead ( SMHL) by 2025</i></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: approx. £26,397

Activity	Evidence that supports this approach	Challenge number(s) addressed
The SENDCo teaches maths daily to a small group of 7 lower ability	Focused small group teaching EEF – Pupil Premium Guidance	2, 5, 6,7

<p>Y5 pupils, 43% are disadvantaged. The children contribute more in the smaller group and receive individual support in clarifying misconceptions and using appropriate and effective strategies.</p> <p><i>(Funded by Pupil Premium)</i></p> <p>This also allows the Y5 class teacher to focus on teaching the average ability plus children maths at a pace which suits their ability. 36% of this larger group are disadvantaged.</p>	<p><i>'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Classroom teachers and teaching assistants providing targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.'</i></p>	
<p>The SENDCo teaches English daily to a small group of 9 lower ability Y5 pupils, 33% disadvantaged. She is able to support individual weaknesses and the children are more confident speaking, offering responses and working within the small group.</p> <p><i>(Funded by Pupil Premium)</i></p> <p>This also allows the Y5 class teacher to focus on delivering teaching and learning to the average ability plus children to challenge them at an appropriate level to increase their progress too.</p>	<p>Focused small group teaching EEF – Teaching and Learning Toolkit</p> <p><i>'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Classroom teachers and teaching assistants providing targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.'</i></p>	<p>1,2,3,6,7</p>
<p>RWI Manager 1:1 half termly phonics assessments to review progress made and inform groups for the next half term in Y1 and Y2 RWI phonics. 62% of KS1 are disadvantaged.</p>	<p>RWI phonics is on the DfE's list of validated systematic synthetic phonics (SSP) programmes.</p> <p>RWI Phonics half termly assessments carried out 1:1 by RWI manager for consistency &amp; QA as per RWI Phonics guidance.</p>	<p>1, 2 &amp; 3 Read Write Inc manager assessments 6x per year to measure progress and inform groupings.</p>

(Part funded by Pupil Premium)		
<p>The Speech and Language Therapy (SALT) assistant works 1:1 each week to support children with SALT programmes to improve their speech and language concepts.</p> <p>(Part funded by Pupil Premium.)</p>		2,4,7
<p>School led interventions to support SEND pupils in developing and applying key skills and concepts.</p> <p>KS1 targeted 1:1 or 1:2 phonics practice, 15 minutes 3 x per week to support and embed Set 1 and 2 sounds, TA led</p> <p>SEND individual programmes towards achieving plan objectives eg phonics, number bond and tables facts recall, handwriting, dyslexia programmes.</p> <p>(Funded by Pupil Premium)</p>	<p>Targeted small group intervention</p> <p>EEF – Pupil Premium Guidance</p> <p><i>'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Classroom teachers and teaching assistants providing targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.'</i></p> <p><i>Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.'</i></p> <p>EEF – Teaching and Learning Toolkit</p> <p><i>Teaching assistant interventions has an average impact of +4 months</i></p>	1,2 & 4
<p>Keep-up sessions for targeted pupils in Y3, Y4 and Y6 (Maximum 1:3) TA led</p> <p>Class teachers identify key concepts to be covered in either literacy or numeracy</p> <p>Sessions vary according to need and the programme of work from</p>	<p>Targeted small group intervention</p> <p>EEF – Pupil Premium Guidance</p> <p><i>'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Classroom teachers and teaching assistants providing targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.'</i></p>	

<p>twice a week to daily sessions. <i>(Funded by Pupil Premium)</i></p>	<p><i>component of an effective Pupil Premium strategy.'</i></p> <p><i>Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.'</i></p> <p>EEF – Teaching and Learning Toolkit <i>Teaching assistant interventions has an average impact of +4 months</i></p>	
<p>Lunchtime activities, TA led with objectives identified by class teachers eg multiplication tables recall, number bonds, key maths concepts, spellings, set 3 sounds, reading to an adult. <i>(Part funded by Pupil Premium.)</i></p>	<p>EEF – Teaching and Learning Toolkit <i>Teaching assistant interventions has an average impact of +4 months</i></p>	<p>1,2,3,</p>

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

Budgeted cost: approx. £4,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>KS2 lunchtime homework club.</b> Opportunity for disadvantaged pupils to complete homework activities at a desk in a quiet environment with access to resources. <i>TA cover part funded by Pupil Premium.</i></p>	<p>EEF – Pupil Premium Guidance <i>'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.'</i></p> <p>EEF Guide to Pupil Premium <i>Disadvantaged pupils are often challenged by access to technology and curricular materials</i></p>	<p>1, 2,5 &amp; 6</p>

<b>Library Club</b>  Opportunity for KS2 disadvantaged pupils to select fiction/non-fiction books to take home to read and read in school to develop and extend personal reading preferences. <i>Book loan part funded by Pupil Premium.</i>	EEF <i>'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.'</i>	1,2 & 5
<b>Early Years 'Wildlife Wednesdays'</b>  Opportunity for Early Years children to spend time outdoors in the Wildlife Garden most weeks of the year completing practical tasks which develop their understanding of the natural world, language & communication skills creativity and imaginative play. <i>Part funded by Pupil Premium</i>	<i>'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.'</i>	4,6,7
<b>Extra curricular activities</b>  Eg visits, clubs, Y5 & 6 residential visit to Robinwood, Alston. Cost to parents of disadvantaged pupils is subsidised by Pupil Premium when needed.	As above	5
<b>Reading incentives</b> part funded by Pupil Premium	As above	1,2,4,5,7
<b>Tree Point Shop</b> Incentives to reward effort and attitude each half term. Subsidised by Pupil Premium.	As above	1,2,3,6,7
<b>Attendance and punctuality incentives,</b>	As above	1,2,5,6,7

subsidised by Pupil Premium		
<b>Lego Therapy Club, resources and KS2 TA time part funded by Pupil Premium</b>	As above	6,7

**Total budgeted cost: £ 87,720**

## 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 2021 to 2022 academic year.

The pupil premium strategy 2022-23 had a positive impact on improving outcomes for disadvantaged children at Forest Hall Primary, particularly in improving reading fluency and comprehension and also maths across school. The interventions led by teachers and TAs supported children in consolidating their understanding and skills so that a higher proportion were working within age related expectations by July 2023. 73% of disadvantaged pupil were reading within age related expectations by July 2023 and 74% were working within age related expectations in maths.

Children benefited from being taught in pure year groups, working to year group objectives with additional targeted support provided to small groups to help children 'keep up not catch-up.'

The proportion of disadvantaged pupils in each class in 2022-23 ranged from 33% to 56% and 44% of the school. Some of those pupils also had special educational needs and outcomes in relation to age related expectations (ARE) reflected this. Of the pupils in school at SEN Support (K) or with an EHCP, 64% were also disadvantaged which was an increase of 8% since 2021-22.

In Y1 2023, 69% met the standard of the check and 60% of disadvantaged children which was below the NA. The cohort was small and included a child working significantly below age related expectations. 96% of Y2 pupils met the standard of the phonic check by July 2023 an increase of 7% on July 2022 and 92% of disadvantaged pupils exceeding the NA by 11%, indicating again that actions taken to improve sound recognition were successful.

At the end of KS1, 39% of the cohort were FSM6. 73% of FSM6 met the standard in reading compared to 54% nationally. 45% of FSM6 met the standard for writing which was the NA, whilst 64% FSM6 met the standard for maths compared to 56% nationally. 45% of Y2 FSM6 children met the standard in reading writing and maths which was just above the NA at 40%

At the end of KS2 56% of the cohort were FSM6. In the SATs 60% met the standard in reading which was the NA for FSM6 children. 67% in writing with 67% in GPoS both being above the NA for FSM6 children. The maths outcome at 53% was just below the NA. The combined RWM outcome at 33% was below the NA too. These outcomes reflected the composition of the FSM6 cohort in July 2023.

In July 2023 76% of disadvantaged pupils in school were working within ARE in reading, an improvement on July 2022 and 60% at ARE combined reading, writing and maths.

Progress rates for all disadvantaged pupils from their starting points in Autumn 2022 to July 20223 were positive with 81% making at least expected progress of 6 steps.

## 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
Get Set 4 PE	Getset4education.com
Kapow Primary Art and Design	Kapowprimary.com
Letter-join	Letterjoin.co.uk
Read Write Inc phonics	Oxford University Press
Read Write Inc spelling	Oxford University Press
White Rose Maths	Whiterosemaths.com
Times Tables Rock Stars	Ttrockstars.com