



Pupil Premium Strategy Statement 2022-23

This statement details our school's use of pupil premium funding for the academic year 2022-23 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	161
Proportion (%) of pupil premium eligible pupils	39%
Detailed Breakdown 2021-22	FSM 61 pupils LAC 0 pupils Service children 1
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2024-25
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
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	£ 77,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£77,880

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 2022 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 52% of our SEN caseload of children with EHCPs or at SEN support 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 impact of school closure caused by Covid 19. It has been noticed that poorer readers who are also disadvantaged, often passively read over 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 plug gaps in knowledge as they are identified.
3.	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.
4.	It has been observed post-Covid, that many children are generally less resilient in school than before. This reluctance to take a risk or chance can be in offering ideas and responses in a lesson. It can also be in dealing with everyday issues such as friendship fall outs.
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 disadvantaged as are 52% 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 2022 showed non Pupil Premium children had 93.99% attendance and Pupil Premium had 92.40% but Pupil Premium children had 2.87% unauthorised absences and non Pupil Premium had 0.78%.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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

	<ul style="list-style-type: none"> • YARC individual assessments identify specific weaknesses in reading skills which are then addressed by interventions. • Effective interventions strengthen understanding and skills to increase targeted individuals' fluency and comprehension. • Reading Plus programme used to develop fluency and comprehension in KS2. • The approach to independent reading in KS2 is fully embedded and followed consistently, developing confident and competent readers. • The increasing take-up of the reading incentives programme promotes and encourages reading widely and for pleasure. • 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.
<p>Speaking and listening skills</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"> • Speaking and listening termly assessments will show a steady decline in the number of disadvantaged children below age related expectations. • Observations will note that a wider vocabulary is being used in play and discussion. • Wider curriculum assessments and work scrutiny will show that topic specific vocabulary is being internalised and applied in writing.
<p>Attendance and punctuality</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"> • Overall attendance rates for disadvantaged pupils will improve and be at least in line with national figures and comparable with other pupil groups. • Punctuality will improve for the disadvantaged pupils who regularly miss either speed sound or maths mash-up sessions. • 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.

Access opportunities To enable disadvantaged pupils to access clubs, visits and residential experiences offered to all pupils.	<ul style="list-style-type: none"> Disadvantaged pupils take part in extra-curricular activities open to them to take part in the wider life of the school.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining pure year group classes across the school, including 3 small year groups of 9, 16 and 18 pupils (Dec 2022) From Reception to Y3 to facilitate quality first teaching of year group objectives and secure key concepts from the previous year. <i>(Partly funded by pupil premium).</i>	<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 reduce the gap between disadvantaged and non-disadvantaged pupils.</p> <p>At FHPS maintaining pure year groups across school supports high quality focused teaching developing year group specific objectives.</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 to access the KS2 curriculum.</p>	1, 2, 3, 4, 5 & 6

<p>Retaining experienced and effective yet costly teaching staff to deliver high quality teaching and learning and maintain high standards of behaviour whilst ensuring 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 with 92% at UPS. (Partly funded by pupil premium.)</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.’ [EEF Guide to Pupil Premium]</i></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</p>
<p>CPD for teachers and support staff</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><i>‘Spending on developing high quality teaching may include investment in professional development,’</i></p>	<p>1,2,3</p>
<p>Developing language and communication skills in nursery</p> <p>BLAST 1 (Boosting Language Auditory Skills and Talking) programme in nursery to support the development of speech, language and communication.</p> <p>4-8 pupils per group 15 mins per day, every day for 6 weeks led by trained practitioner (part</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>

<i>funded by pupil premium)</i>		
<p>Developing oracy skills across school.</p> <p>The English lead and SENDCo deliver CPD on developing oracy skills to enable children to articulate their feelings and ideas more effectively and with greater confidence across all areas of learning.</p> <p>This includes a range of activities which can be adapted for different contexts.</p> <p>This will include using subject specific vocabulary and speaking in both informal and more formal situations.</p>	<p>This is part of a DfE funded project aimed to improve transition from Y6 to high school and led by Voice 21.</p> <p>The local high school led on this and feeder primaries were invited to take part.</p> <p>Voice 21 have since delivered training at FHPS as their approach can be adapted for younger primary age pupils.</p>	3,4
<p>Developing early reading skills in KS1</p> <p>Read Write Inc Phonics Children in Reception and KS1 use this SSP programme.</p> <p>TAs part funded to facilitate 3 ability groups per RWI session for both Y1 and Y2</p> <p>Read Write Inc manager assessments 6x per year to measure progress and inform groupings.</p> <p>Read Write Inc resources to support learning in school and reading at home.</p> <p><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</p>	1 & 2

<p>Improving spelling accuracy in KS2</p> <p>Read Write Inc Spelling Programme Y3-6, 15 minute whole class session per day based on phoneme/grapheme correspondence building 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>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>	<p>1,2 & 3</p>
<p>Reading fluency and comprehension</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>One year subscription to Reading Plus online reading skill development programme.</p> <p>This programme will be used by Y4 and Y5</p> <p><i>(Reading loan 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>A successful free trial with a KS2 class in Summer 2022 which motivated children to read more often and improved fluency and comprehension skills.</p> <p>High incidence of FSM6 pupils and SEND in KS2 reading below ARE.</p>	<p>1, 2 ,3 & 4</p>

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

Budgeted cost: £40,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENDCo delivers daily teaching and learning to a small LA KS2 maths group, currently Y5 & 6pupils (max x6 LA pupils including several disadvantaged)</p> <p><i>(Funded by pupil premium)</i></p>	<p>Focused small group teaching</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>	2, 5 & 6
<p>SENDCo delivers Fresh Start daily, to 2 small LA KS2 English groups, currently Y4,5 pupils (max x6 LA pupils including several disadvantaged per group)</p> <p><i>(Funded by pupil premium)</i></p>	<p>Focused small group teaching</p> <p>EEF – Teaching and Learning Toolkit</p> <p><i>‘Fresh Start (FS) is a catch-up literacy intervention for pupils at risk of falling behind their peers in [years 5-8]. It provides systematic and rigorous practice in phonics so that pupils are at an appropriate level to join the mainstream group after completion of the intervention. Pupils are assessed and then grouped according to their levels of reading ability. Teaching in these groups begins with recognition, practice and blending of sounds and graphemes, based on a set of module booklets.’</i></p> <p><i>Average impact of +3 months</i></p>	1,2,3,4,5 & 6
<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.</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</p>	1, 2 & 3

<i>(Part funded by pupil premium)</i>	consistency & QA as per RWI Phonics guidance.	
<p>School led interventions to support recovery of key skills and concepts and also to support SEND pupils.</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>Toast Club: Targeted Y6 reading fluency intervention 1: 3 TA led 3x per week</p> <p>SEND individual programmes towards achieving plan objectives eg phonics, number bond and tables facts recall, handwriting, dyslexia programmes. <i>(Funded by pupil premium)</i></p>	<p>Targeted small group intervention EEF – Pupil Premium Guidance <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 <i>Teaching assistant interventions has an average impact of +4 months</i></p>	1,2 & 4
<p>Lunchtime activities, TA led with objectives identified by class teachers eg tables recall, number bonds, key maths concepts, set 3 sounds <i>(Part funded by pupil premium.)</i></p>	EEF – Teaching and Learning Toolkit <i>Teaching assistant interventions has an average impact of +4 months</i>	1,3,4,5
<p>Targeted catch-up Y3 & 4 TA led</p> <p>Class teachers identify key concepts to be covered in either literacy or numeracy 1:1 or 1:3 maximum</p> <p>1 session per week</p> <p><i>(Funded by pupil premium)</i></p>	As above	1, 2, 3 & 4

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS2 lunchtime homework club.</p> <p>Opportunity for disadvantaged pupils to complete homework activities at a desk in a quiet environment with access to resources.</p> <p><i>TA cover part funded by pupil premium.</i></p>	<p>EEF – Pupil Premium Guidance</p> <p><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</p> <p><i>Disadvantaged pupils are often challenged by access to technology and curricular materials</i></p>	1, 2,5 & 6
<p>Library Club</p> <p>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.</p> <p><i>Book loan part funded by pupil premium.</i></p>	<p>EEF</p> <p><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>	1,2 & 5
<p>Early Years Forest School</p> <p>Opportunity for Early Years children to spend time outdoors in the Wildlife Garden most weeks completing tasks which develop their understanding of the natural world, language & communication skills creativity and imaginative play.</p>	<p><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>	3,4,5 & 6

<i>Part funded by pupil premium</i>		
Extra curricular activities Eg visits, clubs, Y5 & 6 residential visit to Robinwood Cost to parents of disadvantaged pupils is subsidised by pupil premium.	As above	5
Reading incentives part funded by pupil premium	As above	1,3,4,5
Attendance and punctuality incentives, subsidised by pupil premium	As above	1,5
Lego Therapy Club, resources and TA time part funded by pupil premium	As above	1,5

Total budgeted cost: £ 78,500

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 2021-22 had a positive impact on improving outcomes for disadvantaged children at Forest Hall Primary, particularly in developing phonic knowledge in KS1 and numbersense in KS2. The intervention programmes 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 September 2022.

Gaps in knowledge were still emerging from the periods of school closure due to the pandemic but children benefited from targeted small group teaching. This also increased confidence and resilience post pandemic. Intervention and catch-up sessions ran throughout the year with different children being selected to take part as needed.

The proportion of disadvantaged pupils in each class in 2021-22 ranged from 17% 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, 61% were also disadvantaged which was an increase of 5% on 2020-21.

In Y1 2022, 76% met the standard of the check and 60% of disadvantaged children which is in line with the national average. 89% of Y2 pupils met the standard of the phonic check by July 2022 an increase of 9% on July 2021 and 86% of disadvantaged pupils exceeding the NA by 8%, indicating again that small group support to improve sound recognition is successful.

At the end of KS1, 71% of FSM6 met the standard in reading and writing compared to 52% nationally for reading and 41% for writing. 57% of FSM6 met the standard for maths compared to 52% nationally.

KS2 SATS 17% of the cohort were FSM6. All met the standard in maths, 67% in GPaS but none achieved the standard in reading. This reflected the composition of the FSM6 cohort in July 2022.

In July 2022 70% of disadvantaged pupils in school were working within ARE in reading and 66% at ARE combined reading, writing and maths.

Progress rates for all disadvantaged pupils from their starting points in Autumn 2021 to July 2022 were positive with 76% making at least expected progress of 6 steps.

Attendance rates for pupils eligible for PP were in line with the national average for PP.

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
Read Write Inc phonics	Ruthmiskin.com
Read Write Inc spelling	Ruthmiskin.com
White Rose Maths	Whiterosemaths.com
Rising Stars Computing	Risingstars-uk.com