



Forest Hall Primary School pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Hall Primary
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	30%
Detailed Breakdown 2021-22	FSM 68 pupils LAC 5 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 2021
Date on which it will be reviewed	September 2022
Statement authorised by	FHPS Governing Body
Pupil premium lead	Carmel Parker
Governor / Trustee lead	Lauren Langozi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 69,215
Recovery premium funding allocation this academic year	£ 7,395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 76,610

Part A: Pupil premium strategy plan

Statement of intent

At FHPS 30% 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 continues to rise and stands at 39% in November 2021. 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 59% 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 and work to 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 or recovery premium funding
- Targeted academic support for disadvantaged pupils including the more able, either one to one or small groups will be funded by recovery pupil premium funding
- 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, residential and visits

Challenges

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

Challenge number	Detail of challenge
1	<p>Closing gaps in key concepts in reading, writing and maths; re-building resilience and skills lost as a result of engagement and experience during Covid 19 measures identified through school based assessments and teacher observation so that a higher proportion of non-SEND disadvantaged pupils are working within age related expectations.</p> <p><i>'Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.' EEF Guide to PP</i></p>
2	<p>From entry to EYFS onwards, assessments and observations indicate a growing number of children 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.</p>
3	<p>Our assessments and observations show that many of our disadvantaged children operate within a narrow spoken and written vocabulary and will passively read over unfamiliar vocabulary when encountered in texts.</p>
4	<p>Reading fluency and comprehensions skills are not as developed in disadvantaged children due to several factors including SEND, Covid 19 measures, parental literacy skills and reluctance to read for pleasure at home.</p>
5	<p>Individual circumstances differ but some of our disadvantaged children also have SEND and/or challenging home situations which affect their outcomes. All of our Young Carers are disadvantaged as are 59% of our current SEND caseload. Attendance data indicates that a higher percentage of disadvantaged children do not have regular and punctual attendance.</p>

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 remain upskilled through regular 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 (<i>Covid 19 absences excepted</i>) 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 emerging as a result of Covid 19 identified and closing. Targeted academic intervention to support individual or small group key issues effectively deployed. Steady improvement year on year of 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. Hodder reading test outcomes in Y1 to Y6 indicate a steady improvement in year and over time in disadvantaged pupils reading at least 6 months above their chronological age.

	<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. 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.
<p>Access opportunities</p>	<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.

To enable disadvantaged pupils to access clubs, visits and residential experiences offered to all pupils.	
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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: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintaining pure year group classes across the school, including 2 small year groups of 18 pupils (Nov '21) 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>	<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 to recover lost learning following the Coronavirus pandemic is an essential part of the long term recovery programme.</p> <p>This will enable teachers to continue to address gaps in learning as they occur, moving forward as a class to secure year group learning objectives and catch up and close attainment gaps.</p>	1,2,5
<p>Retaining experienced and effective yet costly teaching staff and updating CPD to</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</i></p>	1,2,3,4,5

<p>remain abreast of current best practice in teaching and learning. Teachers and TAs are keen to improve their skills through quality CPD which will ultimately benefit the children they teach. Staffing turbulence has impacted negatively on outcomes for all pupil groups at FHPS in the recent past.</p> <p>The Governing Body has recognised the strategic importance of maintaining the current staffing complement of highly experienced and effective teachers with 83% at UPS.</p> <p><i>(Partly funded by pupil premium.)</i></p>	<p><i>should rightly be a top priority for pupil premium spending.’ [EEF Guide to Pupil Premium]</i></p> <p><i>‘Spending on developing high quality teaching may include investment in professional development, …’</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>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 <i>(part funded by pupil premium)</i></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>	2,3,5
<p>Developing language and communication skills in reception</p> <p>NELI (Nuffield Early Language Intervention) in reception. Programme to improve children’s language and early literacy skills delivered</p>	<p>School was part of the pilot scheme in 2020-21 and found that all children involved made progress from 3-6months.</p> <p>EEF project evidence +4 additional months progress</p>	2,3,4,5

<p>by a trained teaching assistant to a small group of 3-6 pupils for 20 weeks. On average 3 months additional progress in language development.</p> <p><i>(TA part funded by pupil premium)</i></p>		
<p>Developing early reading skills in KS1</p> <p>Read Write Inc Phonics Children in Reception and KS1 use this SSP programme.</p> <p>Additional TA trained and 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>EEF efficacy trial currently underway 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>	1,3,4
<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>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>	1,3

(Part funded by pupil premium.)		
Reading fluency and comprehension 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. <i>(Reading loan part funded by pupil premium.)</i>	EEF <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>	1,3,4

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCo delivers daily teaching and learning to a small LA KS2 maths group, currently Y4 pupils (max x6 LA pupils including several disadvantaged) <i>(Funded by pupil premium)</i>	Focused small group teaching 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>	1,5
SENDCo delivers daily teaching and learning to a small LA KS2 English group, currently Y3 pupils (max x6 LA pupils)	Focused small group teaching EEF – Pupil Premium Guidance <i>‘Evidence consistently shows the positive impact that targeted academic support can have, including on those</i>	1,3,4,5

<p>including several disadvantaged) (<i>Funded by pupil premium</i>)</p>	<p><i>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>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. (<i>Part funded by pupil premium</i>)</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 & QA as per RWI Phonics guidance.</p>	<p>1,3,4</p>
<p>School led interventions to support Covid catch-up of key skills and concepts and also to support SEND pupils.</p> <p>Early Birds: 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 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>EEF – Teaching and Learning Toolkit <i>Teaching assistant interventions has an average impact of +4 months</i></p>	<p>1,3,4,5</p>
<p>Fresh Start Literacy LA Y5 group, TA led daily (<i>Part funded by pupil premium</i>)</p>	<p>EEF – Teaching and Learning Toolkit <i>'Fresh Start (FS) is a catch-up literacy intervention for pupils at risk of falling behind their peers in [years 5-8]. It</i></p>	<p>1,3,4,5</p>

	<p><i>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>	
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</p> <p><i>Teaching assistant interventions has an average impact of +4 months</i></p>	1,3,4,5
Targeted catch-up teacher led 3x per week, 1:1 or 1:3 maximum, catching up and securing key literacy and numeracy concepts. <i>(Funded by pupil premium)</i>	<p>Pupil Premium and Recovery Premium funding will be used for small group tuition in Key Stage 1 initially and then Key Stage 2 through the National Tutoring Programme preferably with experienced staff known to school and pupils where possible.</p> <p>EEF Guide to Pupil Premium</p> <p><i>'Small group tuition approaches support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small 1,2,4,5 9 number of learners and provide teaching that is closely matched to pupil understanding. 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>	1,2,3,4,5
Targeted catch-up Y3 & 4 TA led Class teachers identify key concepts to be covered in either literacy	As above	1,2,3,4

or numeracy 1:1 or 1:3 maximum <i>(Funded by pupil premium)</i>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS2 lunchtime homework club. 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>	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> EEF Guide to Pupil Premium <i>Disadvantaged pupils are often challenged by access to technology and curricular materials</i>	1,3,4,5
Library Club 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>	1,3,4,5
Reception Beach School Opportunity for reception children to visit the beach 1 morning per week for 6 weeks to develop	<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>	1,2,3,5

language, creativity and imaginative play. Cost to parents of disadvantaged pupils is subsidised by pupil premium funding.		
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
Breakfast Club Daily fee to parents in receipt of income related FSM is subsidised by pupil premium	As above	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: £ 79,500

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 2020 to 2021 academic year.

The impact of the 2020-21 pupil premium strategy was limited by effects of the COVID19 pandemic disrupting staff and pupil attendance due to infection control measures and then school closure in Spring 2021.

Strategies were implemented from Autumn term 2020 and modified to meet changing pupil needs on the return to school in March 2021. Intervention programmes were suspended as staff were need to operate within bubbles with separate break and lunch times.

In Autumn 2020 the recovery catch-up programme had a positive impact and lost learning was steadily being recovered whilst new issues emerged – academic and social. On the return to school in March 2021, recovering relationships, well-being, re-affirming our growth mindset approach to school life and assessing starting points due to varying home learning engagement took priority over other plans in place pre-January 2021.

The proportion of disadvantaged pupils in each class in 2020-21 ranged from 12% to 54% and 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, 56% were also disadvantaged.

75% of Y2 pupils met the standard of the phonic check in December 2020 and 70% of disadvantaged pupils, rising to 80% in July 2021, indicating that small group support to improve sound recognition was successful.

Internal assessments in December 2020 indicated that 38% of disadvantaged pupils were working within age related expectations after summer 2020 school closure.

In July 2021, following school closure in Spring 2021 60% of disadvantaged pupils were working within ARE.

Progress rates for all disadvantaged pupils from their starting points in Autumn 2020 to July 2021 were positive with 86% 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