

Pupil Premium 2021-2022



THE FOREST VIEW ACADEMY
LABOR OMNIA VINCIT

Pupil Premium Spending Current Academic Year

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2021	Date of next pupil premium review:	September 2022
Total number of pupils:	226	Total pupil premium budget:	£83,390
Number of pupils eligible for pupil premium:	62 (27%)	Amount of pupil premium received per child:	£1,345
Statement Authorised by	Ruth Harrison	Pupil Premium Lead	Rebecca Turner-Mitchell
Link Trustee	Lynn Murray		

STRATEGY STATEMENT

The curriculum at The Forge Trust is underpinned by 3 key drivers: aspiration, standards and cultural diversity. It is imperative that pupils who receive pupil premium funding are aspirational and achieve high standards of pupil achievement. We feel that this is the school's role to ensure this happens for all pupils. We believe that pupils should access the full spectrum of the curriculum and that finances should not limit children's access to a high quality education.

Our strategy involves low class sizes and three waves of teaching related to the core subjects:

1. Wave 1: 1st quality teaching (daily);
2. Wave 2: Guided group work (daily);
3. Wave 3: 1:1 tuition (linked to teacher appraisal).

We believe that this ensures our children make good or better progress as learning is personalised.

The overall aim of our pupil premium strategy is to ensure children move on to the next phase of their education (secondary school) well equipped in the core subjects so that they can achieve a good academic performance and therefore become high performers. Ultimately, we want our children to reach their full potential to go into careers that make a positive contribution to society.

Assessment information

Disadvantaged pupil performance overview 2019

Measure	Disadvantaged pupil	Whole school	Closing the gap
Meeting expected standard at KS2	30%	51%	-21%
Achieving high standard at KS2	5%	8%	-3%

Disadvantaged pupil progress scores 2019

Measure	Disadvantaged pupil	Whole school	Closing the gap
Reading	-3.86%	-2.69	-1.17
Maths	-0.05	0.55	-0.6
Writing	1.21	1.67	+0.46

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Oral language skills are 'generally' lower for pupils eligible for PP on entry in Year 3: Gaps in knowledge / understanding of phonics, spelling, punctuation / grammar.
B	Low aspiration and awareness of career routes and opportunities linked to education.
C	Low levels of social development and emotional resilience for some children.

ADDITIONAL BARRIERS

External barriers (issues which require action outside school such as home learning environment and low attendance)

D	Challenging home circumstances can lead to poor patterns of attendance and punctuality.
E	Poor parental engagement and home learning environment.
F	Equal access to curriculum enrichment and opportunities for some pupils.

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Curriculum informs children and inspires them to pursue a career	By Year 6 children demonstrate an awareness of career paths and have ambition.
B	Disadvantaged pupils working more in line with all pupils in 2022 outcomes.	Disadvantaged children benefit from small class sizes / additional booster / intervention sessions.
C	Participation in clubs, residentials and school trips for all children.	All children participate and have opportunities they may not get outside of school.
D	Children's vocabulary further developed through a knowledge-based curriculum.	All children have a wider vocabulary and use it confidently.

Planned expenditure for current academic year (2021-2022)

ACADEMIC YEAR					
Targeted academic support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Reduction in class sizes as a quality first teaching strategy.	To provide an additional teacher in Year 6 to reduce class sizes no bigger than 16 children – personalised, quality 1 st teaching. (£ 19142)	EEF Teaching and learning toolkit Reducing Class size (+3)	<ul style="list-style-type: none"> Monitoring of teaching and learning. 	Principal / SLT	September - July
3 x Teaching Assistants to work with targeted disadvantaged children.	To provide specialist support – delivering a variety of interventions as well as supporting children within Maths/English sessions. (£ 30,420)	EEF Teaching and learning toolkit Teaching Assistants (+1)	<ul style="list-style-type: none"> Gaps in learning will be reduced. All children will be accessing national curriculum objectives. Monitoring of teaching and learning. 	Nikola McCarthy (Inclusion Lead) Rebecca Turner-Mitchell (Pupil Premium Lead)	September - July

Y6 1:2 reading tuition.	Identify disadvantaged children not on track to make at least good progress in reading. This reading tuition is part of appraisal.	EEF Teaching and learning toolkit Small group Tuition (+4)	<ul style="list-style-type: none"> • % of disadvantaged children on track to achieve ARE at the end of KS2 will increase. • Gaps in learning addressed and assessment outcomes improve. 	Lynsey McClymont (English lead)	October - May
Pastoral & Safeguarding Lead	To provide a home / school link that parents and wider agencies (social care) can access. (£ 6,863)	EEF Teaching and learning toolkit Social and emotional learning (+4)	<ul style="list-style-type: none"> • Well-being workshops completed with classes ½ termly. • Safeguarding meeting coordinated, attendance at and follow up of actions. • Risk management for families completed • Input into CP/PLO processes. • Attendance of disadvantaged children improved. • Well being measured - evolve • Access to 'Time to Talk' 1:1 sessions for all children. 	Sarah Davison	September - July
Structured Conversations	To provide termly meetings between parents and teachers – personalised targets agreed.	EEF Teaching and learning toolkit Individualised instruction (+3)	<ul style="list-style-type: none"> • Teachers released to meet with parents. • Targets reviewed termly • Children make progress towards their personalised targets. 	Nikola McCarthy (Inclusion Lead)	December, March and July

<p>Ensure curriculum has ambitious vocabulary and ensure the 4 strands of the speaking and listening curriculum are embedded (speaking, listening, non-verbal communication and awareness of audience).</p>	<p>Increased vocabulary development throughout school.</p> <p>Children 'present' better.</p>	<p>EEF Toolkit:</p> <p>Oral language intervention (+5)</p>	<ul style="list-style-type: none"> Monitoring delivery of curriculum; CPD session on the Speaking and Listening curriculum document; Check concept maps for ambitious vocabulary and new learning (review pre and post assessments for progress). 	<p>Principal. English Lead</p>	<p>December, March and July.</p>
<p>Assemblies highlight career options and encourage ambition.</p> <p>Topic Maps (stage 1 planning) are actioned and deliver the golden thread of 'aspiration' with a programme of visits and visitors.</p>	<p>Curriculum informs children and inspires them to pursue a career</p> <p>Curriculum informs children and inspires them to pursue a career</p> <p>(£1,000)</p>	<p>EEF Toolkit:</p> <p>Aspiration intervention (0 months) based on limited evidence.</p> <p>EEF Toolkit:</p> <p>Aspiration intervention (0 months) based on limited evidence.</p>	<ul style="list-style-type: none"> Monitor quality of aspiration assemblies. Provide year groups with a timetable of which aspiration assemblies are happening. Planning scrutiny. 	<p>Principal SLT</p>	<p>Ongoing Weekly</p>
<p>Attendance Officers to monitor attendance of pupils classed as persistent absentees (90% and below).</p>	<p>Increased attendance rates for PA disadvantaged pupils.</p> <p>(£2,147)</p>	<p>Research into the effects of persistent absence demonstrates detrimental effect on pupil achievement</p>	<ul style="list-style-type: none"> Attendance Officers are in place and have a tight appraisal target. 	<p>Attendance Officers Principal</p>	<p>½ termly</p>

Phonics and Early Reading Specialist	Early reading standards improve for our lowest attaining children. (£19,781)	EEF Toolkit: Phonics (+4) moderate impact	<ul style="list-style-type: none"> • Monitor teaching and learning. • Quality staff CPD • Quality phonics resources provided 	Assistant Principal	½ termly
Total budgeted cost:					£79353
Wider strategies					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Provide new school uniform	<p>Children are dressed in line with their peers.</p> <p>Disadvantaged children in 3 & 4 children currently in receipt of free school meals receive a free sweatshirt or cardigan and polo T-shirt.</p> <p>Children who receive free school meals in Year 5 children receive a free blazer and tie.</p> <p>(£2,000)</p>	<p>EEF Toolkit:</p> <p>School uniform (0) low cost</p>	Monitor take-up of new uniform	Principal	September

50% reduction for residential trips.	Families are supported to access all wider school opportunities. Disadvantaged children enjoy a range of experiences. (£3000)	EEF Toolkit: Social & emotional learning (+4) for moderate cost.	<ul style="list-style-type: none"> • Full uptake in residential participation rates. 	Principal	September to July
Provide out of school provision to facilitate improved attendance and school readiness	Enhanced provision is in place for before and after school The provision is well attended and targeted pupils are accessing this	EEF Toolkit: Extending School Time	<ul style="list-style-type: none"> • Attendance monitored 	Principal	September to July
Total budgeted cost:					£84353

Review of expenditure from previous academic year (2020-21)

PREVIOUS ACADEMIC YEAR

Total amount: **Total expenditure: £98,767. Balance of £10,190 from academy budget.**

Quality of teaching for all

Action	Cost	Intended Outcome	Impact	Lessons learned KEEP/TWEAK/STOP?
Reduction in class sizes as a quality first teaching strategy.	£32,071	Disadvantaged children will make accelerated progress in these year groups.	In year progress data is good for disadvantaged pupils. Attainment reflects the disruptive year due to pandemic.	Maintain class size no bigger than 20 pupils. An additional class teacher in every year group. KEEP
3 x TAs to work with targeted children, ensuring they are able to access a curriculum that meets need.	£16,156	Progress across the school is at least good for all groups of learners.	Targeted children made good progress in year.	TA's to work alongside more children within the whole year group. TWEAK
Y6 Booster sessions	£20,585	Progress is accelerated and the children achieve the best possible results.	Autumn term- all children receiving 1:1 reading tuition and made good progress. All children across all year groups attending booster groups (march 2021 onwards) have made at least good progress.	1:1 reading tuition with Y6 pupils will continue in Autumn term to support disadvantaged low attaining readers. TWEAK

<p>Pastoral & Safeguarding Lead: Well-being workshops with classes ½ termly. Co-ordination of safeguarding meeting, attendance at and follow up of actions. Risk management for families. Support for wider family. Input into CP/PLO processes. Attendance meetings/monitoring. Pastoral support: Mental health. Multi agency work. CAFCAS communications/reports. MASH referrals. CIN actions. 'Time to Talk' 1:1 sessions. Liaison with social care.</p>	<p>£23,405</p>	<p>Continued improvements in school attendance percentages up to March 2020. More families receive the appropriate support before reaching crisis point. Transition between Infant / Junior and secondary schools continues to improve. There are rigorous policies and procedures in place for the management of safeguarding.</p>	<p>Overall school attendance 2019-20: 96.2% Families receiving targeted support from Child and family support worker and relevant outside agencies. Support continued during lockdown with bi-weekly calls from class teachers and weekly welfare checks from C & FSW Multi-agency meetings continued remotely.</p>	<p>New Pastoral and Safeguarding lead appointed to attend trust safeguarding and attendance network meetings. Highly specialised Pastoral lead to support the Academy. We acknowledge the vast amount of pastoral support that is needed in order to ensure all children fulfil their potential. KEEP</p>
<p>Structured termly parent meetings. Termly meetings between parents and teachers – personalised targets agreed.</p>	<p>£0</p>	<p>All SEND children (including Pupil premium children) receive a termly structured conversation to set personalised targets and to review learning. There is a collaborative approach between staff, parents and where applicable outside agencies when it comes to meeting need.</p>	<p>Learning is personalised based on vulnerable pupil profiles that have been written and updated termly to ensure needs are met.</p>	<p>Structured conversations are vital in terms of developing collective responsibility and a collaborative approach for raising achievement. This strategy will be continued as a termly offer. KEEP</p>
<p>Provide new school uniform. Year 3 & 4 children currently on FSM, receive a free sweatshirt or cardigan and polo T-shirt Year 5 children receive a free blazer and tie.</p>	<p>£2,550</p>	<p>Raise self-esteem and a sense of identity / pride.</p>	<p>21% of Y3/Y4 children received new school uniform and benefitted from this strategy. 100% of Y5 children received a new blazer/tie.</p>	<p>Continue to offer new uniform to PP children in Y3/Y4. All Y5 children to receive a new blazer in Sept 2020. From Sept 2021, this will be PP children only. KEEP</p>

<p>Ensure the curriculum has ambitious vocabulary.</p>		<p>Vocabulary pyramids introduced across wider curriculum: History, Geography, Science.</p> <p>Children accessing and using a wider vocabulary within context.</p>	<p>Children have a greater understanding of unfamiliar words and are able to use them accurately (both verbally and in written work).</p>	<p>Embed vocab pyramids across subjects.</p> <p>KEEP</p>
<p>Admission and transport costs for trips and visits. 50% reduction for residential trips.</p>	<p>£3,000</p>	<p>Families are supported to access all wider school opportunities.</p> <p>Children enjoy a range of experiences.</p>	<p>The academy has offered at least one trip/visitor per year group, as well as a residential trip in each year group.</p> <p>Families have been well supported to access these opportunities.</p> <p>The FVA curriculum is broad and balanced, and offers children a range of experiences beyond the classroom.</p>	<p>Subsidise trips, residentials and future activities for any family who needs support.</p> <p>KEEP</p>
<p>Deliver 'Golden Thread' of aspiration through assemblies – outside visitor opportunities.</p>	<p>£1000</p>	<p>Increased awareness of career opportunities for children.</p> <p>A greater understanding of roles and responsibilities in the local community and how this feeds into the wider world.</p>	<p>Children are more aware of careers that may interest them, and the route they need to take to get there.</p>	<p>Continue to provide 'golden thread' opportunities for children.</p> <p>KEEP</p>