

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	The Forest View Academy
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023
Date this statement was published	09/09/2021
Date on which it will be reviewed	September 2022
Statement authorised by	R Harrison
Pupil premium lead	R Turner-Mitchell
Governor / Trustee lead	Lynn Murray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,150
Recovery premium funding allocation this academic year	£10,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£104,300

Part A: Pupil premium strategy plan

Statement of intent

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:

- Wave 1: 1st quality teaching (daily);
- Wave 2: Guided group work (daily);
- 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.

Challenges

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

Challenge number	Detail of challenge
1	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.
2	Low aspiration and awareness of career routes and opportunities linked to education.
3	Low levels of social development and emotional resilience for some children.
4	Challenging home circumstances can lead to poor patterns of attendance and punctuality.
5	Poor parental engagement and home learning environment.
6	Equal access to curriculum enrichment and opportunities for some pupils.

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

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

Budgeted cost: £38,932

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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 1st teaching. (£ 19142)</p>	<p>EEF Teaching and learning toolkit Reducing Class size (+3)</p>	1,6
<p>Phonics and Early Reading Specialist Early reading standards improve for our lowest attaining children. (£19,781)</p>	<p>EEF Toolkit: Phonics (+4) moderate impact</p>	1

Targeted academic support

Budgeted cost: £30,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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)</p>	<p>EEF Teaching and learning toolkit Teaching Assistants (+1)</p>	1, 3, 6

<p>Y6 1:2 reading tuition. Identify disadvantaged children not on track to make at least good progress in reading.</p> <p>This reading tuition is part of appraisal.</p>		1, 5
<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>EEF Toolkit:</p> <p>Oral language intervention (+5)</p>	1

Wider strategies

Budgeted cost: £28,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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</p>	EEF Toolkit: Extending School Time	4, 6
<p>50% reduction for residential trips. Families are supported to access all wider school opportunities.</p> <p>Disadvantaged children enjoy a range of experiences.</p> <p>(£3000)</p>	EEF Toolkit: Social & emotional learning (+4) for moderate cost.	6
<p>Provide new school uniform 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>	EEF Toolkit: School uniform (0) low cost	4, 6

Children who receive free school meals in Year 5 children receive a free blazer and tie. (£2,000)		
Attendance Officers to monitor attendance of pupils classed as persistent absentees (90% and below). Increased attendance rates for PA disadvantaged pupils. (£2,147)	Research into the effects of persistent absence demonstrates detrimental effect on pupil achievement.	4
Assemblies highlight career options and encourage ambition. Topic Maps (stage 1 planning) are actioned and deliver the golden thread of 'aspiration' with a programme of visits and visitors. (£1,000)	EEF Toolkit: Aspiration intervention (0 months) based on limited evidence. EEF Toolkit: Aspiration intervention (0 months) based on limited evidence.	2, 6
Structured Conversations To provide termly meetings between parents and teachers – personalised targets agreed.	EEF Teaching and learning toolkit Individualised instruction (+3)	3
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)	3, 4, 5

Total budgeted cost: £84,353

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.

Action	Intended Outcome	Lessons learned KEEP/TWEAK/STOP?
Reduction in class sizes as a quality first teaching strategy.	Disadvantaged children will make accelerated progress in these year groups.	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.	Progress across the school is at least good for all groups of learners.	TA's to work alongside more children within the whole year group. TWEAK
Y6 Booster sessions	Progress is accelerated and the children achieve the best possible results.	1:1 reading tuition with Y6 pupils will continue in Autumn term to support disadvantaged low attaining readers. TWEAK

<p>Pastoral & Safeguarding Lead:</p> <p>Well-being workshops with classes ½ termly.</p> <p>Co-ordination of safeguarding meeting, attendance at and follow up of actions.</p> <p>Risk management for families.</p> <p>Support for wider family.</p> <p>Input into CP/PLO processes.</p> <p>Attendance meetings/monitoring.</p> <p>Pastoral support: Mental health.</p> <p>Multi agency work.</p> <p>CAFCAS communications/reports.</p> <p>MASH referrals.</p> <p>CIN actions.</p> <p>‘Time to Talk’ 1:1 sessions.</p> <p>Liaison with social care.</p>	<p>Continued improvements in school attendance percentages up to March 2020.</p> <p>More families receive the appropriate support before reaching crisis point.</p> <p>Transition between Infant / Junior and secondary schools continues to improve.</p> <p>There are rigorous policies and procedures in place for the management of safeguarding.</p>	<p>New Pastoral and Safeguarding lead appointed to attend trust safeguarding and attendance network meetings.</p> <p>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.</p> <p>KEEP</p>
<p>Structured termly parent meetings.</p> <p>Termly meetings between parents and teachers – personalised targets agreed.</p>	<p>All SEND children (including Pupil premium children) receive a termly structured conversation to set personalised targets and to review learning.</p> <p>There is a collaborative approach between staff, parents and where applicable outside agencies when it comes to meeting need.</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.</p> <p>KEEP</p>
<p>Provide new school uniform.</p>	<p>Raise self-esteem and a sense of identity / pride.</p>	<p>Continue to offer new uniform to PP children in Y3/Y4.</p>

<p>Year 3 & 4 children currently on FSM, receive a free sweatshirt or cardigan and polo T-shirt</p> <p>Year 5 children receive a free blazer and tie.</p>		<p>All Y5 children to receive a new blazer in Sept 2020. From Sept 2021, this will be PP children only.</p> <p>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>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>Families are supported to access all wider school opportunities.</p> <p>Children enjoy a range of experiences.</p>	<p>Subsidise trips, residential 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>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>Continue to provide 'golden thread' opportunities for children.</p> <p>KEEP</p>

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

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

