

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	215
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	04/12/2023
Date on which it will be reviewed	October 2024
Statement authorised by	R Harrison
Pupil premium lead	R Harrison
Governor / Trustee lead	Lynn Murray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,035
Recovery premium funding allocation this academic year	£10,295
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	£119,330

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. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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: Tuition (linked to teacher appraisal).

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our academy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. To ensure it is effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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	The positive mental health and wellbeing of many of our disadvantaged pupils has been impacted by the pandemic to a greater extent than for other pupils. These findings are supported by national studies.
5	Challenging home circumstances can lead to poor patterns of attendance and punctuality.
6	Poor parental engagement and home learning environment.
7	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
Pupils have improved oral language skills and reduced gaps in knowledge / understanding of phonics, spelling, punctuation / grammar.	Formal and informal monitoring indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including pupil voice, book scrutiny and ongoing formative assessment.
Pupils have a strong awareness of career routes and opportunities linked to education.	Children are ambitious and have an increased awareness of a broad range of opportunities open to them.

There is a marked improvement in levels of social development and emotional resilience for some children.	Children are emotionally resilient and have the appropriate strategies to support them when faced with adversity.
All pupils have a positive approach to managing their mental health and well-being.	High levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Poor patterns of attendance and punctuality are improved.	High attendance demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%. • the percentage of all pupils who are persistently absent being below 5%.
Levels of parental engagement are improved.	Parental engagement at Parents evenings is 100% and there is a significant improvement in engagement at Parent forums and subject-specific workshops.
Disadvantaged pupils have equal access to curriculum enrichment and opportunities.	High levels of participation in curriculum enrichment activities and attendance at events. <ul style="list-style-type: none"> • All disadvantaged pupils participate in residential trips. • All disadvantaged pupils have an opportunity to represent the academy in a competition or festival.

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: £55,078

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</p> <p>Provide an additional teacher in Year 3 and Year 6 to support with transition and provide quality 1st teaching through personalised learning.</p>	<p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p>	1, 7
<p>Professional development on evidence-based approaches – phonics and mastery learning.</p> <p>Embed and monitor phonics approach to secure stronger phonics teaching for all pupils not yet secure.</p> <p>Improve early reading standards for our lowest attaining children.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Professional development on evidence-based approaches – phonics and mastery learning.</p>	<p>Phonics approaches have a strong evidence base indicating a</p>	1

Training for staff to ensure the teaching of phonics and early reading is of a high standard.	positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions. Phonics Toolkit Strand Education Endowment Foundation EEF	
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Targeted academic support

Budgeted cost: £34,822

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development, literacy and numeracy.</p> <p>Phonics sessions targeted at disadvantaged pupils and those who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND.</p> <p>Teaching assistant deployment and interventions.</p> <p>Teaching assistants to work with targeted disadvantaged pupils.</p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p>	1, 3, 7

<p>To provide specialist support – delivering pupil-specific interventions as well as supporting in class.</p>		
<p>Interventions to support language development, literacy and numeracy.</p> <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>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	<p>1</p>
<p>One to one and small group tuition.</p> <p>Engaging with the School-led Tutoring Program to provide tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 6</p>

Wider strategies

Budgeted cost: £29,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extending school time, including summer schools.</p> <p>Provide after-school / out of school provision. Offer a wide variety of clubs over the school year – provided by existing school staff and outside providers.</p>	<p>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time.</p>	<p>4, 5, 7</p>
<p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips.</p> <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>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>4, 7</p>
<p>Supporting pupils' social, emotional and behavioural needs.</p> <p>Provide new school uniform</p> <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>All Year 5 children receive a free blazer and tie.</p>	<p>Wearing a uniform is likely to improve learning when successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p>	<p>2, 3, 4</p>

<p>Supporting attendance.</p> <p>Attendance Officers to monitor attendance of pupils classed as persistent absentees (90% and below). Increase the attendance rates for PA disadvantaged pupils.</p>	<p>Research into the effects of persistent absence demonstrates detrimental effect on pupil achievement.</p>	<p>5</p>
<p>Communicating with and supporting parents.</p> <p>Structured Conversations for disadvantaged pupils with SEN.</p> <p>Provide termly meetings between parents and teachers – personalised targets set and reviewed.</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>	<p>6</p>
<p>Supporting pupils' social, emotional and behavioural needs.</p> <p>Employ Pastoral & Safeguarding Lead</p> <p>To support pupils and their wider families as an effective home / school link who parents and wider agencies (social care) can access.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>4, 5</p>

Total budgeted cost: £119, 330

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 2022 to 2023 academic year.

Intended outcomes

Disadvantaged pupils working more in line with all pupils in 2022 outcomes.

Our external assessments at the end of academic year 2022/23 suggested that the performance of disadvantaged pupils has continued to improve on previous years in key areas of the curriculum. Disadvantaged pupils out-performed national in Reading, Writing and Maths combined. They were also in line with national for children achieving the greater depth standard combined. Disadvantaged pupils have benefitted from small class sizes, additional booster and intervention sessions.

Curriculum informs children and inspires them to pursue a career.

Through pupil voice children have demonstrated an awareness of different career paths and what they hope to achieve. The curriculum continues to evolve and offer opportunities for disadvantaged pupils to access quality first teaching.

Participation in clubs, residential and school trips for all children.

All disadvantaged pupils have participated in (and had access to) opportunities they may not get outside of school. This has varied from after-school clubs and residential trips in every year group to, representing the academy in sport and music events.

Children's vocabulary further developed through a knowledge-based curriculum.

Our formal and informal monitoring demonstrates that pupils are accessing a wider bank of vocabulary and that they are using it more confidently. Pupils are able to demonstrate their understanding of key terms and how these build on previous learning. The introduction of learning journeys and vocab pyramids has aided this.

Further review.

Our observations indicated that pupil wellbeing and mental health were significantly impacted upon over the last two years, primarily due to COVID-19-related issues we believe. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We continue to build on that approach as we move forward this year.

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 (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We provided an additional teacher to reduce class size to ensure personalised learning and support.</p> <p>Our Pastoral leader also completed ELSA training and is now able to offer this service to Service pupils.</p>
What was the impact of that spending on service pupil premium eligible pupils?	Termly assessments demonstrated good progress in all key areas of the curriculum. Teachers observed positive mental health and well-being.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback.
- Collaborative learning in the classroom
- Mastery learning through the opportunity to apply in every lesson and at every level.

[EEF evidence](#) demonstrates these all have significant benefits for pupils, particularly disadvantaged pupils (+5 months or more).

