

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	The Forest View Academy
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Reece Davy
Pupil premium lead	Rebecca Turner-Mitchell
Governor / Trustee lead	Sue Trentini

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 124,735.00
Recovery premium funding allocation this academic year	£0.00
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	£ 130,000.00

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. At The Forest View Academy 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. Children in receipt of pupil premium funding continuously achieve higher than local authority averages in reading, writing, maths and EGPS. The focus of our pupil premium strategy is to continue to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers, to ensure our children have the best life chances academically.

Our strategy involves a strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- Quality first teaching
- focused support to target under-performing pupils (Daily Guided Group)
- specific support targeting pupil premium pupils

Our committed leadership team and wider staff ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. We believe that this ensures our children make good or better progress as learning is personalised.

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	Challenging home circumstances can lead to poor patterns of attendance and punctuality.
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	Some disadvantaged pupils face increased social, emotional and mental health needs which affect their wellbeing and readiness to learn.
5	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.
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
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 5%. the percentage of all pupils who are persistently absent being below 10%.
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.

<p>There is a marked improvement in levels of social development and emotional resilience for some children.</p>	<p>Children are emotionally resilient and have the appropriate strategies to support them when faced with adversity.</p>
<p>All pupils have a positive approach to managing their mental health and wellbeing.</p>	<p>High levels of wellbeing demonstrated by:</p> <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
<p>Pupils have improved oral language skills and reduced gaps in knowledge / understanding of phonics, spelling, punctuation / grammar.</p>	<p>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.</p>
<p>Levels of parental engagement are improved.</p>	<p>Parental engagement at Parents evenings is 100% and there is a significant improvement in engagement at Parent forums and subject-specific workshops.</p>
<p>Disadvantaged pupils have equal access to curriculum enrichment and opportunities.</p>	<p>High levels of participation in curriculum enrichment activities and attendance at events.</p> <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: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance & Punctuality</p> <p>Approach: Dedicated attendance officer focusing on Pupil Premium pupils.</p> <p>Implementation: Regularly monitor attendance data and conduct home visits/ attendance meeting/ liaise with additional agencies for persistent absentees</p> <p>Impact: Increased attendance rates among disadvantaged pupils.</p> <p>Monitoring: Track attendance data and analyse trends over time.</p>	<p>Targeted interventions for attendance can reduce absenteeism, as shown in EEF studies.</p>	<p>1, 6</p>

<p>Improve reading for those who didn't pass phonics screener in KS1</p> <p>Approach: Implement a systematic synthetic phonics programme across Year 3.</p> <p>Implementation: Train staff on the phonics programme, allocate time for daily phonics sessions, and integrate phonics into the wider curriculum.</p> <p>Impact: Expected to improve phonics screening results and overall reading proficiency.</p> <p>Monitoring: Track phonics screening scores and reading assessments at half termly intervals.</p>	<p>The EEF's Teaching and Learning Toolkit indicates that systematic phonics instruction can lead to significant improvements in reading outcomes for struggling readers.</p>	<p>5, 7</p>
<p>Behaviour & Wellbeing/ Targeted pastoral support</p> <p>Approach: Provide counselling sessions or therapeutic support (e.g. Play Therapy, ELSA support).</p> <p>Implementation: Identify pupils needing support and schedule regular sessions.</p> <p>Impact: Improved behaviour and emotional regulation.</p> <p>Monitoring: Use behaviour incident reports and pupil feedback to measure effectiveness.</p>	<p>EEF research supports the effectiveness of therapeutic interventions in improving emotional well-being and academic performance.</p>	<p>1, 2, 3, 4</p>
<p>Family & Community Engagement</p> <p>Approach: Parent engagement workshops focused on reading at home and phonics</p> <p>Implementation: Schedule regular workshops and provide resources for parents</p> <p>Impact: Improved reading skills and parental engagement in learning</p> <p>Monitoring: Evaluate attendance at workshops and track pupil progress in reading.</p>	<p>EEF research shows that parental involvement can significantly enhance children's learning outcomes.</p>	<p>1, 7</p>

<p>Universal Offer</p> <p>Approach: Professional development for teachers on adaptive teaching strategies.</p> <p>Implementation: Provide CPD sessions focused on differentiation and adaptive techniques, including peer observations.</p> <p>Impact: Increased engagement and progress in literacy for disadvantaged pupils.</p> <p>Monitoring: Collect feedback from teachers and assess pupil progress through formative assessments.</p>	<p>EEF Research shows that adaptive teaching can help meet diverse learning needs, improving engagement and outcomes for disadvantaged pupils.</p>	<p>5, 3</p>
<p>Enrichment activities including sports</p> <p>Approach: Provide high-quality PE teaching and coaching.</p> <p>Implementation: Employ a specialised sports coach to deliver engaging PE lessons and after-school clubs.</p> <p>Impact: Increased participation in physical activities and improved well-being.</p> <p>Monitoring: Track attendance in sports activities and gather pupil feedback on engagement.</p>	<p>EEF research indicates that quality PE can improve physical and mental well-being, which supports academic performance.</p>	<p>5, 2, 4, 7</p>
<p>Removing Financial Barriers</p> <p>Approach: Provide uniform grants or support for essential school equipment</p> <p>Implementation: Create a clear application process for families in need.</p> <p>Impact: Increased participation and reduced stigma associated with financial hardship.</p> <p>Monitoring: Track the number of grants awarded and assess feedback from families.</p>	<p>Reducing financial barriers can improve attendance and engagement, as indicated by EEF research.</p>	<p>1, 7</p>

Targeted academic support

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Attendance & Punctuality</p> <p>Approach: Family support worker to address persistent absenteeism.</p> <p>Implementation: Develop tailored support plans for families with attendance issues.</p> <p>Impact: Reduction in persistent absenteeism.</p> <p>Monitoring: Evaluate attendance records and family feedback on support received.</p>		<p>Research indicates that family engagement is crucial in improving attendance.</p>
<p>Behaviour & Wellbeing</p> <p>Approach: Establish a pastoral team dedicated to casework for PP pupils.</p> <p>Implementation: Assign specific staff to manage and support PP pupils' needs.</p> <p>Impact: Enhanced support for behaviour and emotional needs.</p> <p>Monitoring: Track casework outcomes and pupil progress over time.</p>	<p>Targeted pastoral support can lead to improved engagement and reduced behaviour issues.</p>	<p>2, 3</p>
<p>Improve reading for those who didn't pass phonics screener in KS1</p> <p>Approach: Small-group phonics intervention in Year 3.</p> <p>Implementation: Identify pupils needing support, schedule regular sessions with trained staff, and monitor progress closely.</p> <p>Impact: Rapid progress in reading skills for targeted pupils.</p> <p>Monitoring: Use reading assessments and progress tracking to evaluate effectiveness.</p>	<p>EEF research shows that targeted interventions can significantly improve reading outcomes for struggling readers</p>	<p>5</p>

<p>Enrichment activities including sports Approach: extracurricular activities to enhance cultural capital. Implementation: Offer financial support for trips and clubs, ensuring all pupils can participate. Impact: Broader experiences leading to enhanced learning and social skills. Monitoring: Evaluate participation rates and gather feedback from pupils and parents.</p>	<p>Participation in enrichment activities is linked to improved engagement and motivation in school.</p>	<p>5, 2, 4, 7</p>
<p>Targeted pastoral support Approach: Small-group social and emotional learning (SEL) interventions. Implementation: Identify pupils needing support and implement structured SEL programmes. Impact: Enhanced emotional well-being and readiness to learn. Monitoring: Use behaviour logs and pupil surveys to assess changes in social-emotional skills</p>	<p>EEF research shows that SEL interventions can lead to improved academic performance and behaviour.</p>	<p>3, 4</p>
<p>Removing Financial Barriers Approach: Offer financial support for essential school supplies and resources. Implementation: Develop a system for identifying and supporting pupils in need of resources. Impact: Improved engagement and participation in learning activities. Monitoring: Evaluate the impact on pupil engagement and academic performance.</p>	<p>EEF research highlights that access to resources can enhance learning outcomes.</p>	<p>4, 7</p>

Wider strategies

Budgeted cost: £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Attendance & Punctuality</p> <p>Approach: Communicate with and support parents through workshops on the importance of attendance.</p> <p>Implementation: Organise workshops to inform parents about attendance policies and support available.</p> <p>Impact: Increased parental support for attendance initiatives.</p> <p>Monitoring: Track attendance rates before and after workshops to assess impact.</p>	<p>EEF research indicates that parental awareness can lead to improved attendance.</p>	<p>1</p>
<p>Behaviour & Wellbeing</p> <p>Approach: Implement a whole-school approach to behaviour management with a focus on positive reinforcement.</p> <p>Implementation: Train staff on behaviour management techniques and establish clear expectations.</p> <p>Impact: Reduction in behaviour incidents and improved classroom environment.</p> <p>Monitoring: Analyse behaviour incident data and gather feedback from staff and pupils.</p>	<p>EEF research indicates that consistent behaviour management strategies can improve pupil behaviour.</p>	<p>3, 4, 6</p>
<p>Improve reading for those who didn't pass phonics screener in KS1</p> <p>Approach: Parent engagement workshops focused on reading at home and phonics.</p> <p>Implementation: Schedule regular workshops and provide resources for parents.</p> <p>Impact: Improved reading skills and parental engagement in learning.</p> <p>Monitoring: Evaluate attendance at workshops and track pupil progress in reading.</p>	<p>EEF research shows that parental involvement can significantly enhance children's learning outcomes.</p>	<p>5,6</p>

<p>Approach: Subsidised educational visits and residential.</p> <p>Implementation: Identify key trips and allocate funding to ensure all pupils can attend.</p> <p>Impact: Broadened experiences leading to enhanced learning outcomes.</p> <p>Monitoring: Evaluate participation rates and gather feedback from pupils and parents.</p>	<p>EEF research highlights the positive impact of experiential learning on engagement and motivation.</p>	<p>2, 7</p>
<p>Targeted pastoral support</p> <p>Approach: Employ a family support worker to engage with hard-to-reach families.</p> <p>Implementation: Develop a strategy for outreach and support, focusing on barriers to attendance.</p> <p>Impact: Improved attendance and engagement from families.</p> <p>Monitoring: Track attendance data and family engagement metrics.</p>	<p>EEF research suggests that family engagement can improve attendance and academic outcomes.</p>	<p>2, 3, 7</p>

Total budgeted cost: £130,000

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 2023 to 2024 academic year.

<p>Intended outcomes</p>

Disadvantaged pupils working more in line with all pupils in 2024 outcomes.

Our external assessments at the end of academic year 2024/25 show that disadvantaged pupils were close to national average for combined reading, writing and maths. Our disadvantage pupil attainment in reading was above national average.

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 continue to be significantly impacted; 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
White rose Premium Resources	White Rose Maths
Accelerated Reader	Renaissance

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?	We provided an additional teacher to reduce class size to ensure personalised learning and support.
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).

