

# 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	Foresters Primary School
Number of pupils in school	234
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Havard Spring Headteacher
Pupil premium lead	Clare Caffrey SENCO
Governor / Trustee lead	Jenny Slms Chair of FGB

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154467
Recovery premium funding allocation this academic year	£9722
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£164189

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. At Foresters Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Achieving our objectives in order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- Provide support for families such as Family Support Worker, sign posting to SEN support, parenting strategies etc.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

### Achieving our objectives

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through rigorous analysis of data. Senior leaders and class teachers will identify specific intervention and support for individual pupils and review the impact at regular intervals. Alongside academic support, we will ensure that pupils receive support for their emotional development and mental wellbeing.

## Challenges

**This details the key challenges to achievement that we have identified among our disadvantaged pupils. Teaching (for example, CPD, recruitment and retention)**

Challenge Number	Detail of Challenge
1	Gaps in reading, writing, maths and phonics
2	Social, emotional and mental health difficulties
3	Speech, language and communication needs
4	Attendance and punctuality
5	Parental engagement
6	Access to wider opportunities

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

Budgeted cost: **£35000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Little Wandle Phonics including staff training and purchase of resources.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. <a href="#">EEF Phonics</a>	1, 4
Use of additional teacher 2.5 days per week to help address	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:	1,3,4

gaps in learning through 1:1 and group sessions. Targeted at Year 6 children and Year 2 children.	<a href="#">ONE to ONE Tuition</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£130000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Recovery Lessons for identified year 1 children following reading assessment by the reading recovery teacher.	Reading Recovery is a recognised reading intervention that shows an 80% success rate at raising the standard of targeted children's reading from well below to expected during the 12-20 weeks of intervention.  <a href="#">Reading Recovery</a>	1,4
Additional TA support in the EYFS in order to support targeted early intervention activities.	Early interventions has a positive impact on the life chances of children.  <a href="#">Additional TA Support</a>	1,3,4
Additional TA support in KS2 in order to support target intervention activities across the key stage.	Interventions, outside of usual learning times, enables pupils to close vital gaps, consolidate learning and build confidence.  <a href="#">Additional TA Support</a>	1,3,4
Breakfast club costs including staffing which allows the school to offer a free breakfast provision for all children encouraging good attendance and punctuality as well as ensuring children have started the day with a healthy and filling breakfast.	Having good attendance and punctuality and a good breakfast mean that children access learning better and therefore make better progress.  <a href="#">Magic Breakfast</a>	4,5
Family Support Worker to support social and emotional needs of children and families.	Many families are affected by issues in the wider community and need support to access	1,2,3,4,5,6

	<p>services in order to improve outcomes for families. The average impact of parental engagement is about 4 months' over a year, this can be higher for pupils with prior low attainment.</p> <p><a href="#">Family Support worker</a></p>	
<p>Subsidise and pay for activities to ensure all children have opportunities to take part in wider learning such as School Journey, clubs and trips.</p>	<p>To ensure that all children can take advantage of the all the wider and extracurricular learning opportunities at Foresters allowing them to develop their confidence, new skills and interests.</p>	6

**Total budgeted cost: £164000**

## 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.

Teacher assessments revealed some improvements in the proportion of pupil premium children achieving age-related expectations since the beginning of the academic year (particularly in Key Stage 2) despite the Spring lockdown.

Assessment evidence has helped us identify key gaps in learning in particular subjects and we have supported teachers, through the school's monitoring assessment timeline, to identify children/groups for additional in class support. To supplement this, staff have been trained to use Precision Teaching techniques and the school is focusing on Maximising the Use of TAs (training provided by the LA).

However, there are still a significant number of pupil children working below age related expectations although many of these have additional needs e.g. SEND & EAL and therefore our catch-up processes in school will be evaluated termly to ensure we are targeting the correct areas of learning and the correct pupils.

### Externally provided programmes

Programme	Provider
Dramatherapy	Roundabout
Intensive Interaction	Fernando Texido Infante
Reading Stars	Palace for Life
Team Mates	Palace for Life
Healthy Eagles	Palace for Life
Yoga for Children	Local Provider

## Further information (optional)

### **Additional activity**

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. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality wider-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. These include our Super Powers, Golden Rules and having a Growth Mindset approach to helping children learn. Disadvantaged pupils will be encouraged and supported to participate.