

Pupil premium strategy statement 2021-22

1. Summary information					
School	Forest Gate Academy				
Academic Year	2021-22	Total PP budget	£137, 022	Date of most recent PP Review	Nov 2021
Total number of pupils	190	Number of pupils eligible for PP	115	Date for next internal review of this strategy	June 2022

2a. Current attainment KS2 (NB: No Statutory Tests 2020. Data from 2019)

<i>No statutory tests took place in summer 2021 because of the disruption to schools and partial closures due to the Covid pandemic. Please note this data is from the last available statutory tests in 2019.</i>	<i>Pupils eligible for PP (school 2019)</i>	<i>Pupils not eligible for PP (school 2019) 'Other'</i>	<i>National Average (all pupils 2019)</i>
% achieving reading	65%	71%	73%
% achieving writing	57%	71%	78%
% achieving SPaG	70%	86%	78%
% achieving maths	78%	100%	79%
% achieving science	65%	100%	83%
% achieving in reading, writing and maths	52%	53%	65%
% making progress in reading	+0.44	-1.32	0.03
% making progress in writing	-2.71	-5.20	0.03
% making progress in maths	+0.47	+0.76	0.03

2b. Current attainment KS1

	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school) 'Other'</i>	<i>National Average (all pupils)</i>

% achieving reading	47%	67%	75%
% achieving writing	47%	60%	69%
% achieving maths	53%	67%	76%
% achieving science	47%	60%	82%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A. Speech & language skills, limited vocabulary and poor oral skills

B. Low attainment on-entry

C. Poor maths skills

D. Behaviour & attitudes to learning

External barriers (issues which also require action outside school, such as low attendance rates)

E. Attendance and Punctuality

F. Emotional Barriers (resilience, low self-esteem, managing behaviour)

G. Complex family circumstances

H. Financial limitations. Limited access to educational experiences, opportunities and resources (e.g. books, uniform, homework support, healthy diet etc.)

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral language skills and extended vocabulary (entrance/exit data from S&L programmes, OTrack data, phonics screening)	Higher % of PP pupils achieve the expected standard in reading (particularly at the end of KS1). Higher % of PP pupils achieve the expected standard in phonics Higher % of PP children achieve the expected standard in writing and SPaG by the end of KS2.
B.	Higher rates of progress through KS1 for pupils eligible for PP (SATS, OTrack, NFER).	Higher % of PP pupils achieve the expected standard in R/W/M at the end of KS1.
C.	More PP children achieve the expected standard in maths at the end of KS1. Increased levels of progress are made by PP children in maths through KS2. In-year data shows lost learning gaps are closing and PP pupils make accelerated progress.	% of PP children achieving the expected standard in maths is in line with children nationally by the end of KS1 & 2. KS2 progress measures in maths are in line with national for PP children. In-year data indicates substantial progress for PP children in maths.

D.	Highly positive attitudes to learning and few behavioural incidences involving PP children that impact on learning time. Increased engagement with homework. (Behaviour logs, Cpoms, homework books, school planners.)	0% Permanent exclusions for PP children. 0% Fixed term exclusions for PP children. Reduced number of incidents of 'weather' warnings. Increased number of 'rainbow' rewards.
E.	PP children are punctual and their attendance records are in line with national. (Sims, attendance and punctuality records)	96.2% - 97% attendance for PP children. Less than 5% Persistent Absenteeism. Less than 1% late attendance.
F.	Emotional barriers don't impact on PP children accessing learning. Children have increased levels of resilience, high self-esteem and can manage their own behaviour. (Behaviour logs, CPoms)	The % gaps between PP and 'Other' children is reduced in reading and writing by the end of KS2. Higher % of attainment and the % gaps between PP and 'other' children is reduced in all subjects in KS1.
G.	Staff have a good understanding of family circumstances and support in school means this does not impact on PP children accessing the curriculum or attendance. (CPoms)	Early identification of SEND, family needs, emotional, social and behavioural needs. The % gaps between PP and 'Other' children is reduced in reading, writing and maths by the end of KS2. Higher % of attainment and the % gaps between PP and 'other' children is reduced in all subjects in KS1. 96.2% - 97% attendance for PP children. Less than 5% Persistent Absenteeism. Less than 1% late attendance.
H.	Extended curriculum opportunities are in place and children are offered varied educational experiences. Extensive enrichment programme is in place.	PP children can access the same activities/equipment/opportunities as nonPP children as part of school and the school's extended provision.

5. Planned expenditure

Academic year

2021-22

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved oral skills & vocabulary	<p>Writing for Purpose</p> <p>Read, Write, Inc Phonics</p> <p>SALT</p> <p>EYFS curriculum identifies key vocabulary in each area (to be shown on planning)</p> <p>Nuffield Early Language Intervention (EYFS)</p> <p>S&L interventions and assessments e.g. Wellcome, Blast</p>	<p>Increases fluency and extends vocabulary range.</p> <p>Improves SLC skills.</p> <p>Improves reading skills.</p> <p>Improves story telling skills.</p> <p>Increases frequency of oral activities with links to writing.</p> <p>Nationally recognised programmes</p> <p>The Nuffield Early Language Intervention is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness. The intervention has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. These have found it to be effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension.</p>	<p>Lesson observations</p> <p>Learning Walks</p> <p>Book scrutiny</p> <p>Termly Data</p> <p>Pupil Progress meetings</p>	<p>Bianca Tranter (English Lead)</p> <p>Sara Layton SENDco</p> <p>Catherine Donaghy (EYFS Lead)</p>	<p>Termly outcomes of monitoring cycle & pupil progress meetings</p> <p>S&L plan reviews - termly</p>

<p>Higher rates of progress through EYFS, KS1 and KS2 for pupils eligible for PP.</p>	<p>TA/Teacher ratio (1:15) for educational support</p> <p>Maths Mastery</p> <p>Writing for Purpose</p> <p>Read, Write, Inc Phonics and reading</p> <p>Reading QM</p> <p>Learning By Questions</p> <p>Trust English Primary Lead Support</p> <p>Trust Maths Primary Lead support</p>	<p>Structured support needed for children e.g. phonics, guided reading, maths mastery within the classroom.</p> <p>Pupils acquire a long-term, secure and adaptable understanding of maths.</p> <p>T4W enables children to imitate the language they need before reading and analysing it and then writing their own version. Improves outcomes in S&L, reading and writing.</p> <p>Pupils learn strategies and skills that allow them to read and interpret texts independently. Pupils use the strategies independently on their way to becoming fluent, skilled readers which lays the foundation for writing.</p>	<p>Lesson observations</p> <p>Book scrutiny</p> <p>Learning walks</p> <p>Termly data</p> <p>Pupil Progress meetings</p> <p>QA - external</p>	<p>Bianca Tranter (T&L lead)</p> <p>Katy Higginson (Assessment Lead)</p> <p>Catherine Donaghy (EYFS Lead)</p> <p>Cara Jennings (Trust Primary Lead)</p> <p>Jackie Williams (Trust English Lead)</p>	<p>Termly outcomes of monitoring cycle & pupil progress meetings</p>
<p>Increased % PP children achieve expected standards in maths in KS1 and progress in KS2</p>	<p>Trust Maths Primary Lead support</p> <p>1:1 / small group tutoring</p>	<p>Pupils acquire a long-term, secure and adaptable understanding of maths.</p> <p>Consistent approach to maths mastery and how it is taught across the school. QA of lessons/teaching.</p>	<p>As above</p>	<p>Cara Jennings (Maths Lead)</p> <p>Katy Higginson (Assessment Lead)</p>	<p>Termly outcomes of monitoring cycle & pupil progress meetings</p>

<p>Highly positive attitudes to learning and few behavioural incidences involving PP children that impact on learning time. Increased engagement with homework.</p>	<p>School Values ‘Rainbow Rewards’ system Dojos Homework Planners Enrichment Programme</p>	<p>Systematic and consistent approach to behaviour management across the school. Children, staff and parents have a clear understanding of expectations.</p>	<p>CPoms Learning Walks Behaviour Logs School Planners Pupil Interviews Parent Questionnaires</p>	<p>Hannah Cahill (Behaviour / PSHE Lead)</p>	<p>Weekly review of behaviour logs Termly</p>
<p>PP children are punctual and their attendance records are in line with national</p>	<p>EWO Tracking System implemented Attendance strategy implemented – systematic approach</p>	<p>Targeted, systematic approach needed. Improve communication to parents. Tracking system and weekly analysis of pupil data to identify target groups/families. School statistics historically show poor levels of attendance and a culture change is needed.</p>	<p>SIMs Attendance & punctuality weekly reports Tracking system</p>	<p>Ian Wilmott (EWO)</p>	<p>Weekly</p>
<p>Emotional barriers don’t impact on PP children accessing learning. Children have increased levels of resilience, high self-esteem and can manage their own behaviour.</p>	<p>Revised behaviour system School values PSHE curriculum Assembly schedule Robinwood Calm Corners</p>	<p>Systematic and consistent approach across the school. Children, staff and parents have a clear understanding of expectations. To develop resilience in pupils and improve self-esteem. To develop cooperation and team work skills. Children feel confident to face challenges.</p>	<p>Cpoms Learning Walks Behaviour Logs Pupil Progress data</p>	<p>Hannah Cahill (Behaviour Lead)</p>	<p>Weekly behaviour logs</p>

<p>Staff have a good understanding of family circumstances and this does not impact on PP children accessing the curriculum or attendance at school.</p> <p>Children are supported in school and make progress in line with NonPP children.</p>	<p>Education Welfare Officer Post</p> <p>Safeguarding Officer Post</p> <p>CPoms system</p> <p>Enrichment activities</p> <p>Wrap around care – offer of free places</p> <p>'New to school' uniforms</p>	<p>Specific families are targeted for support and liaise with a central point of contact in school (EWO / Safeguarding Officer). Key personnel responsible for engaging target families.</p> <p>A central system of information is held so staff are kept up to date with developments and alerted about key issues. (CPoms)</p> <p>All PP children can access learning opportunities.</p> <p>PP families can access breakfast club/after school club to support family circumstances.</p> <p>Children develop a sense of belonging and embrace the school ethos. Start school on an even footing with all pupils.</p>	<p>SIMs</p> <p>Attendance & punctuality reports</p> <p>Tracking system</p> <p>Family Meetings</p> <p>CPoms</p> <p>Learning Walks</p> <p>Behaviour logs</p> <p>Pupil Progress data</p>	<p>Ian Wilmott (EWO)</p> <p>S.Marsh (S/guarding Officer)</p> <p>Katy Higginson (HofS)</p>	<p>CPoms alerts</p> <p>Attendance reports weekly</p>
<p>Extended curriculum opportunities are in place and children are offered varied educational experiences.</p>	<p>Enrichment activities inc.. after school clubs and lunchtime clubs, visitors, workshops, trips, residential outdoor learning, competitions, tournaments etc.</p> <p>Including science opportunities for workshops and visits.</p>	<p>Equal access for all pupils to participate in extended learning opportunities and gain valuable experiences to add depth to the curriculum.</p>	<p>Enrichment programme/ timetables</p> <p>EVC applications</p>	<p>C.Jennings</p> <p>K.Higginson (HofS)</p>	<p>Termly</p>
<p>Extend opportunities for learning in science with additional learning experiences within and beyond the classroom.</p>	<p>Science Quality Mark</p>	<p>Use the Science Quality Mark as a framework for improvement and audit tool.</p> <p>Annual Science Week to be planned and implemented including EYFS through to Y6.</p> <p>Assessment, Monitoring & Moderation cycle to be implemented.</p>	<p>SLT meetings</p> <p>Staff meetings</p> <p>Reports to Govs</p> <p>Otrack data</p>	<p>C.Donaghy</p>	<p>June 2022</p>
Total budgeted cost					<i>Refer to breakdown in chart below</i>
ii. Targeted support					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved oral skills and vocabulary	<p>Targeted speech & language support programmes e.g. Blast</p> <p>Phonics support (Read, Write, Inc)</p> <p>Nuffield Speech & Language Intervention</p> <p>SALT</p>	<p>Early identification of specific S&L needs. To plan 1:1 and small group support. Improve language auditory skills and talking. Recognised phonics programme with high quality training available. Impact driven scheme of work. S&L plans</p>	<p>S&L reports Learning Walks</p> <p>Blast outcomes Phonics screening checks</p>	<p>S.Layton (SENDco)</p> <p>Bianca Tranter (English Lead)</p> <p>Catherine Donaghy (EYFS Lead)</p>	Termly
Higher rates of progress through KS1 and KS2 for pupils eligible for PP.	<p>TA support 1:1 and small group interventions (Reading / SEN)</p> <p>Interventions: reading, writing, maths, phonics.</p> <p>Read, Write, Inc Accelerated Reader</p>	<p>Pupils with gaps in learning have the opportunity to access the relevant support to 'catch up'. Staff can target individuals and groups of children to 'pre-teach' challenging objectives where it is required. Individual pupil targets can be met.</p>	<p>Learning Walks Data OTrack End of KS tests Phonics screening checks</p>	<p>S.Layton (SENDco)</p> <p>Bianca Tranter (English Lead)</p>	Termly
Increased % PP children achieve expected standards in Maths in KS1 and progress in KS2	<p>TA support 1:1 and small group interventions</p> <p>15mins Maths Fluency timetabled daily</p> <p>Booster groups</p> <p>Maths Fluency planning Trust Maths Leader support</p>	<p>Pupils with gaps in learning have the opportunity to access the relevant support to 'catch up'. Staff can target individuals and groups of children to 'pre-teach' challenging objectives where it is required. Individual pupil targets can be met. Consolidation can be done daily.</p>	<p>Learning Walks Data OTrack Timetables</p> <p>Audit info</p>	<p>Cara Jennings (Maths Lead)</p>	As Above

<p>Highly positive attitudes to learning and few behavioural incidences involving PP children that impact on learning time. Increased engagement with homework.</p>	<p>Nurture Groups</p> <p>Longford Park intervention groups</p> <p>Longford Park 'step out' placements (as required).</p>	<p>Specialist staff able to develop skills through 1:1 and small group support. Specific strategies taught that are otherwise not taught as part of the national curriculum. Children receive emotional support and strategies to manage their emotions and behaviour. Children develop social skills.</p>	<p>SIMs Drop-ins Behaviour logs Number of exclusions</p>	<p>S.Layton (SENDco)</p> <p>Ian Wilmott (EWO)</p> <p>Longford Park staff</p> <p>Hannah Cahill (Behaviour Lead)</p>	<p>Weekly</p>
<p>PP children are punctual and their attendance records are in line with national</p>	<p>EWO 1:1 –target families identified, home visits, parent meetings</p>	<p>Key member of staff has ownership of this key area and is accountable for the % achieved by the school. Clear lines of responsibility and accountability.</p> <p>Direct line to home.</p> <p>Targeted, systematic approach.</p> <p>To improve attendance and punctuality.</p> <p>To ensure families are fulfilling their legal obligations relating to school attendance.</p>	<p>SIMs Attendance & punctuality reports Tracking system</p>	<p>S.Layton (SENDco)</p> <p>Ian Wilmott (EWO)</p>	<p>Weekly</p>

<p>Emotional barriers don't impact on PP children accessing learning. Children have increased levels of resilience, high self-esteem and can manage their own behaviour.</p>	<p>Nurture Groups Longford Park Intervention groups Man Utd Leadership / well-being courses</p>	<p>Specialist staff able to develop skills through 1:1 and small group support. Specific strategies taught that are otherwise not taught as part of the national curriculum. Children receive emotional support and strategies to manage their emotions and behaviour. Children develop social skills.</p>	<p>SIMs Drop-ins Behaviour logs Number of exclusions</p>	<p>S.Layton (SENDco) Ian Wilmott (EWO) Longford Park staff Chris Dearden (Man Utd)</p>	<p>Weekly</p>
<p>Staff have a good understanding of family circumstances and this does not impact on PP children accessing the curriculum or attendance at school. Children are supported in school and make progress in line with NonPP children.</p>	<p>TTT – Trafford Team Together Safeguarding Officer Fully funded places at Breakfast Club/After School Club</p>	<p>Multi-agency approach through Trafford Team Together. Supporting families through extended school provision (inc. meals and homework support)</p>	<p>Number of referrals Behaviour Logs Attendance data Exclusions data</p>	<p>S.Layton (SENDco) S.Marsh (safeguarding)</p>	<p>Termly</p>
<p>Extended curriculum opportunities are in place and children are offered varied educational experiences.</p>	<p>Fully funded places for enrichment opps as required.</p>	<p>All children can access the same educational opportunities. Children have a wealth of experiences to support their learning.</p>	<p>Sims CPoms</p>	<p>A.Edwards (Exec HT)</p>	
Total budgeted cost					<i>Refer to breakdown in chart below</i>
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is	Staff lead	When will you review

			implemented well?		implementation?
Funding for LAC children is released and spending is planned appropriately	Pupil Premium+ Spending Plans	Strategic approach to spending plans for LAC children to ensure funds are targeted appropriately.	Planning document/application for release of PP funding.	S.Marsh (Safeguarding)	Termly
Total budgeted cost					<i>Refer to breakdown in chart below</i>

