

Pupil premium strategy statement 2022-23

1. Summary information					
School	Forest Gate Academy				
Academic Year	2022-23	Total PP budget	£159, 275	Date of most recent PP Review	Sept 2022
Total number of pupils	191	Number of pupils eligible for PP	115	Date for next internal review of this strategy	Sept 2023

2a. Current attainment KS2

	<i>All Pupils (school 2022)</i>	<i>Pupils eligible for PP (school 2022)</i>	<i>Pupils not eligible for PP (school 2022) 'Other'</i>	<i>National Average (all pupils 2022)</i>
% achieving reading	70%	Awaiting ASP data		74%
% achieving writing	63%			69%
% achieving SPaG	67%			72%
% achieving maths	63%			71%
% achieving science				79%
% achieving in reading, writing and maths	57%			59%
% making progress in reading	-0.6			0.0
% making progress in writing	-0.3			0.0
% making progress in maths	-0.4			0.0

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	30%			67%
% achieving writing	17%			58%
% achieving maths	47%			68%
To note: 43.4% of cohort SEND				

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. High SEND needs.
C.	Poor maths and literacy skills
D.	Behaviour & attitudes to learning

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

E.	Attendance and Punctuality (Impact of Covid and school closures from March 2020 onwards)
F.	Emotional Barriers (resilience, low self-esteem, managing behaviour, social skills)
G.	Complex family circumstances
H.	Increasing Financial Strain Limited access to educational experiences, opportunities and resources (e.g. books, uniform, homework support, healthy diet etc.)

4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Improved oral language skills and extended vocabulary (entrance/exit data from S&L programmes, Bromcom data, phonics screening %)	Higher % of PP pupils achieve the expected standard in reading, writing and maths (particularly at the end of KS1). Higher % of PP pupils achieve the expected standard in phonics – in line with NA Higher % of PP children achieve the expected standard in writing, maths and SPaG by the end of KS2. Accelerated progress in Y3 (tracking the cohort from Y2 through the school)
B.	Higher rates of attainment in KS1 for pupils eligible for PP (SATS, Bromcom data, NFER results, Phonics Screening).	Higher % of PP pupils achieve the expected standard in R/W/M at the end of KS1. 80% of PP children achieve the expected standard in phonics screening.
C.	More PP children achieve the expected standard in reading, writing, 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 reading, writing, maths is in line with children nationally by the end of KS1 & 2.

		KS2 progress measures in reading, writing, maths are in line with national for PP children. In-year data indicates substantial progress for PP children in Y3.
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. (Bromcom, attendance and punctuality records)	Aspirational Targets: 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, social skills, health and mental well-being and can manage their own behaviour. (Behaviour logs, CPoms)	The % gaps between PP and 'Other' children is reduced in maths, 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 and KS2. Healthy Eating Status
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) Vulnerable families receive support through TTT at the earliest opportunity (Safeguarding reports/logs)	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

2022-23

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>S&L interventions and assessments e.g. Wellcom 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>Wellcom assessments – early identification for SALT, support and intervention.</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>
Higher rates of progress through EYFS, KS1 and KS2 for pupils eligible for PP.	<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>Accelerated Reader</p> <p>Trust Maths Primary Lead support</p> <p>Interventions</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>Writing for Purpose enables children to write in a meaningful way and link together text types, features and content with a focus on reading through to 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>Intervention programmes to support learning and provide 'catch up' opportunities.</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>Moderation</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>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>Intervention programmes</p> <p>Learning support plans are in place.</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. Quality 1st 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</p> <p>'Rainbow Rewards' system</p> <p>Dojos</p> <p>Homework/Reading Planners</p> <p>Enrichment Programme</p>	<p>Systematic and consistent approach to behaviour management across the school.</p> <p>Children, staff and parents have a clear understanding of expectations.</p>	<p>CPoms</p> <p>Learning Walks</p> <p>Behaviour Logs</p> <p>School Planners</p> <p>Pupil Interviews</p> <p>Parent Questionnaires</p>	<p>Hannah Cahill (Behaviour / PSHE Lead)</p>	<p>Weekly review of behaviour logs</p> <p>Termly</p>
<p>PP children are punctual and their attendance records are in line with national</p>	<p>1st response calls</p> <p>Bromcom</p> <p>Letters</p> <p>Home Visits / TTT</p> <p>Penalty Notices</p>	<p>Targeted, systematic approach is in place.</p> <p>Clear communication to parents.</p> <p>Tracking system and weekly analysis of pupil data to identifies target groups/families.</p> <p>To make parents aware of responsibilities.</p> <p>To promote good attendance.</p> <p>To encourage fewer PA children.</p> <p>Vulnerable families are supported through relevant agencies at an early stage.</p>	<p>Bromcom</p>	<p>Rebecca McDermott (Admin)</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 ELSA – social and emotional literacy project in EYFS Mental health & Well-Being training Healthy Schools framework Longford Park outreach support Trafford Teams Together Fruit/Milk schemes</p>	<p>Systematic and consistent approach across the school. Children, staff and parents have a clear understanding of expectations. Children, staff and families have a clear understanding of health and well-being. To develop resilience in pupils and improve self-esteem. To develop cooperation and team work skills. Children feel confident to face challenges. Vulnerable families are identified at the earliest opportunity. Vulnerable families access multi-agency support.</p>	<p>Cpoms Learning Walks Behaviour Logs Pupil Progress data No of families accessing TTT</p>	<p>Hannah Cahill (Behaviour Lead) Sara Layton (SENco) Catherine Donaghy (EYFS)</p>	<p>Weekly behaviour logs Daily access to Cpoms Termly reviews of TTT</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>SENco post Safeguarding Officer Post CPoms system Enrichment activities Wrap around care – offer of free places 'New to school' uniforms Milk / Fruit schemes Trafford Teams Together Learning plans in place / IEPs</p>	<p>Specific families are targeted for support and liaise with a central point of contact in school (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>Children have access to milk/fruit daily to supplement diet.</p> <p>Vulnerable families are identified at the earliest opportunity. Vulnerable families access multi-agency support.</p>	<p>Bromcom Family Meetings CPoms Learning Walks Behaviour logs Pupil Progress data No of families TTT</p>	<p>S.Marsh (S/guarding Officer) Katy Higginson (HofS) Sara Layton (SENco)</p>	<p>CPoms alerts</p>

Extended curriculum opportunities are in place and children are offered varied educational experiences.	Enrichment activities inc. after school clubs and lunchtime clubs, visitors, workshops, trips, residential outdoor learning, competitions, tournaments etc. Including science opportunities for workshops and visits.	Equal access for all pupils to participate in extended learning opportunities and gain valuable experiences to add depth to the curriculum.	Enrichment programme/ timetables EVC applications	C.Jennings L.Hicks K.Higginson (HofS)	Half Termly
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	Targeted speech & language support programmes e.g. Blast Wellcom assessments Phonics support (Read, Write, Inc) SALT	Early identification of specific SALT needs. To plan 1:1 and small group support. Improved language auditory skills and talking. Recognised phonics programme with high quality training available. R,W,I - Impact driven scheme of work. SALT plans are in place to target specific needs.	SALT reports Learning Walks Blast /Wellcom outcomes Phonics screening checks and tracking	S.Layton (SENDco) Bianca Tranter (English Lead) Catherine Donaghy (EYFS Lead)	Termly

<p>Higher rates of progress through KS1 and KS2 for pupils eligible for PP.</p>	<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 Booster sessions IDL programmes Individual support plans</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>	<p>Termly</p>
<p>Increased % PP children achieve expected standards in maths in KS1 and progress in KS2</p>	<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</p> <p>Trust Maths Leader support</p> <p>Times Table Rock Stars</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 Timetables Audit info Maths Leader Reports</p>	<p>Cara Jennings (Maths Lead)</p>	<p>As Above</p>
<p>Increased % PP children achieve expected standards in writing in KS1 and progress in KS2</p>	<p>TA support 1:1 and small group interventions</p> <p>Booster groups</p> <p>Individual learning plans</p>	<p>Pupils with gaps in learning have the opportunity to access the relevant support to 'catch up'. Individual pupil targets can be met.</p>	<p>Learning Walks Data Timetables</p>	<p>Bianca Tranter (English Lead)</p>	<p>As Above</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>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>Bromcom Drop-ins Behaviour logs Number of exclusions Cpoms</p>	<p>S.Layton (SENDco)</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>1st response calls</p> <p>Bromcom</p> <p>Letters</p> <p>Home Visits / TTT</p> <p>Penalty Notices</p> <p>Individual funded places in breakfast club and after-school club</p>	<p>Targeted, systematic approach is in place. Clear communication to parents. Tracking system and weekly analysis of pupil data to identifies target groups/families. To make parents aware of responsibilities. To promote good attendance. To encourage fewer PA children. Vulnerable families are supported through relevant agencies at an early stage.</p>	<p>Bromcom Attendance & punctuality reports Tracking system</p>	<p>S.Layton (SENDco)</p> <p>Rebecca Mc Dermott (admin)</p> <p>K.Higginson (HoS)</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) Longford Park staff Man Utd coaches</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>Bromcom 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>

