



## Pupil Premium Report and Strategy Statement 2018-2019

In Forest Lodge Academy we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

1. Summary information 2018-19					
<b>Academy</b>	Forest Lodge				
<b>Pupil Premium Leader</b>	Carol Hardwick				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£319,745.00	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	604	<b>Number of pupils eligible for PP</b>	239	<b>Date for next internal review of this strategy</b>	September 2019



## Pupil Premium Report Academic Year 2018-19 End of Summer Term

### Review of impact of Quality First Teaching and Interventions

Year Group	Numbers of Pupils eligible for Pupil Premium/ percentage	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact	Next Steps
Nursery		<p>£160.78</p> <p>£439.96</p> <p><b>EYFS PP £5739.90</b></p>	<p><u>Resources for Mastery Maths</u> Additional resources required to implement mastery maths across Reception and Nursery. Mastery Maths has had a positive impact on embedding number – data has shown progress this year.</p> <p><u>Resources for Outdoor learning</u> Equipment purchased to broaden outdoor learning opportunities across all areas of development in the EYFS. Assessment has proven that learning is focused whilst pupils are accessing outdoor learning.</p> <p><u>Additional adult</u> 0.6 funded by school. Carried out interventions across Nursery and Reception to support pupils achieving GLD and ensuring class targets were achieved.</p> <p>The above expenditure is significantly lower than the child eligibility. The school was overpaid in 2017-18 and has a significant debt on the ledgers.</p>	<ul style="list-style-type: none"> <li>• Staff CPD on strategies for developing GD.</li> <li>• Staff CPD aimed at addressing vocab deficit.</li> <li>• Continue to use mastery maths alongside an additional programme which further challenges pupils.</li> <li>• Continue to resource outdoor learning opportunities.</li> </ul>
R	30 33%		<p>Early Years Foundation stage children are expected to reach a Good Level of Development by the end of the academic year. These are the Teacher Assessments for July 2019:</p>	<ul style="list-style-type: none"> <li>• Staff CPD on strategies for developing GD.</li> <li>• Staff CPD aimed at addressing vocab deficit.</li> </ul>



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			GLD PP	GLD Non-PP	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Number PP	Number Non PP	
			63%	75%	70%	73%	67%	73%	70%	73%	<ul style="list-style-type: none"> <li>Teacher and TA to attend Nuffield Early Years Language training.</li> <li>Nuffield interventions to be delivered by TA – children selected based on data from Nursery.</li> </ul>
											<ul style="list-style-type: none"> <li>Nuffield interventions to be delivered by TA – children selected based on data from Nursery.</li> </ul>
		£378.31	<p>Shows percentages of children achieving a Good Level of Development at the end of the Foundation Stage.</p> <p>Attendance: Pupil Premium: 93.1% Non-Pupil Premium: 93.6%            Persistent Absence Pupil Premium: 23.3% Non-Pupil Premium: 20%</p> <p><u>Nuffield Early Years Language Intervention</u>            This intervention was not implemented as, despite numerous attempts, no training opportunities could be secured with Nuffield.            Resources have been purchased ahead of implementation in the next academic year.</p>								<p>For this cohort:</p> <ul style="list-style-type: none"> <li>Quality First Teaching to target pupil gaps in daily learning.</li> <li>Targeted Reading, Writing, Phonics and Maths interventions delivered by TA.</li> <li>Interventions timetabled – rigorous monitoring of impact.</li> </ul>
1	34 38%		<p>In Year 1 Pupils are assessed in Reading, writing, grammar, punctuation and spelling and in mathematics. Pupils are expected to meet the expected age related standard (ARE) and for some pupils they will show that they are working at greater depth (GD). These are teacher assessments. Year 1 pupils are expected to pass a national phonics screening check. This a short assessment which checks if your child knows the first sounds and blends of sounds. These are the Teacher Assessments for July 2019:</p>								<ul style="list-style-type: none"> <li>External CPD on high quality phonics to spelling.</li> <li>Staff CPD on strategies for developing GD.</li> <li>Staff CPD aimed at addressing vocab deficit.</li> </ul>
			Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	<p>For this cohort:</p> <ul style="list-style-type: none"> <li>Quality First Teaching to target pupil gaps in daily learning.</li> </ul>
			ARE	76%	78%	74%	75%	76%	76%	74%	75%



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GD	15%	27%	15%	22%	6%	22%	15%	22%
Progress from EYFS								

<b>Phonics Check Non PP</b>	<b>Phonics Check PP</b>	<b>Phonics Check National</b>
<b>95%</b>	<b>85%</b>	

Attendance                      Pupil Premium: 93.6%      Non-Pupil Premium: 95.9%  
 Persistent Absence            Pupil Premium: 26.5%      Non-Pupil Premium: 10.9%

**Evaluation of the strategy**

Attainment from Early Years Foundation Stage has been maintained, the dip in Writing (of 2%) is equivalent to one pupil. The Pupil Premium group is achieving as well as the non-Pupil Premium group. A gap exists of between 2 and 6 children at GD. The attainment of Pupil Premium children in the Phonics check has increased by 10% over the previous academic year. CPD and implementation of Mastery Maths has had a positive impact.

Small group Phonics and Reading interventions

Through small group, targeted interventions during the Autumn term, the interventions teacher contributed to the raising of standards in Phonics and Reading.

Cost shared with Y2

- Targeted Reading, Writing and Maths interventions delivered by 0.6 teacher, including a focus on PP children with potential for attaining GD.
- Interventions timetabled – rigorous monitoring of impact.
- Phonics intervention for those children not achieving the required standard.
- Input from English Lead on boy centric activities to reduce gender attainment gap in Writing.
- Continue to set challenging PP targets.
- Half-termly PP progress meetings with PP Lead.
- Attendance Lead/EWO to meet with parents; identify reasons for PAs amongst PP group; investigate and implement



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										incentives/solutions to reduce percentage of PAs.																														
2	32 36%		<p>In Year 2 pupils are assessed in reading, Writing and mathematics and these results are submitted nationally and compared. These are known as Key Stage 1 assessments. We also test in grammar, punctuation and spelling. These tests provide a starting point to measure progress for the pupils as they move through the school. These are the Teacher Assessments for July 2019:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>69%</td> <td>78%</td> <td>63%</td> <td>74%</td> <td>63%</td> <td>83%</td> <td>47%</td> <td>69%</td> </tr> <tr> <td>GD</td> <td>25%</td> <td>33%</td> <td>22%</td> <td>24%</td> <td>19%</td> <td>24%</td> <td>22%</td> <td>19%</td> </tr> <tr> <td>Progress from Early Years Foundation Stage</td> <td style="background-color: yellow;"></td> <td style="background-color: green;"></td> <td style="background-color: green;"></td> <td style="background-color: green;"></td> <td style="background-color: yellow;"></td> <td style="background-color: green;"></td> <td></td> <td></td> </tr> </tbody> </table> <p>Attendance Pupil Premium: 94.8% Non-Pupil Premium: 95.3%            Persistent Absence Pupil Premium: 15.6% Non-Pupil Premium: 12.1%</p> <p><b>Evaluation of the strategy</b>            Attainment from Early Years Foundation Stage has been maintained in Writing; the slip in Reading and Maths is equivalent to one child. (The overall percentage of Pupil Premium Pupils has increased since EYFS.) The gap between Pupil Premium and non-Pupil Premium has narrowed in Reading and Writing but widened in Maths and GPVS where attainment is lower and the difference larger.            A Y2 teacher is also an LA Moderator who has ensured consistency in judgements. Outcomes have been effected by movement of pupils with four new pupils arriving throughout the year and others departing.</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	69%	78%	63%	74%	63%	83%	47%	69%	GD	25%	33%	22%	24%	19%	24%	22%	19%	Progress from Early Years Foundation Stage									<ul style="list-style-type: none"> <li>External CPD on high quality phonics to spelling.</li> <li>Staff CPD on strategies for developing GD.</li> <li>Staff CPD aimed at addressing vocab deficit.</li> </ul> <p>For this cohort:</p> <ul style="list-style-type: none"> <li>Quality First Teaching to target pupil gaps in daily learning.</li> <li>Targeted Reading, Writing and Maths interventions delivered by 0.6 teacher.</li> <li>Interventions timetabled – rigorous monitoring of impact.</li> <li>Diminish the difference between PP and non-PP pupils.</li> <li>Input from Maths Leads on boy centric activities to reduce gender attainment gap in Maths.</li> </ul>
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		0.8 teacher £27,528.00	<p><u>Interventions Teacher (0.6)</u> The interventions teacher contributed to the raising of standards over the previous year (Year 1) through small group interventions, targeted 1:1 to bridge individual gaps and some whole class teaching whilst the class teacher delivered focussed interventions. There are gaps in overall progress and attainment as there was some inconsistency in interventions due to timetabling issues.</p> <p><u>CGP Homework books</u> All pupils had access to RWM books.</p>	<ul style="list-style-type: none"> <li>Continue to set challenging PP targets.</li> <li>Half-termly PP progress meetings with PP Lead.</li> </ul>																																				
3	39 43%	£645	<p>In Year 3 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. These are the Teacher Assessments for July 2019:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>64%</td> <td>82%</td> <td>62%</td> <td>86%</td> <td>69%</td> <td>86%</td> <td>69%</td> <td>82%</td> </tr> <tr> <td>GD</td> <td>26%</td> <td>35%</td> <td>15%</td> <td>31%</td> <td>18%</td> <td>43%</td> <td>18%</td> <td>31%</td> </tr> <tr> <td>Progress from KS1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Attendance Pupil Premium: 95.1% Non-Pupil Premium: 96.3%            Persistent Absence Pupil Premium: 10.3% Non-Pupil Premium: 9.8%</p> <p><b>Evaluation of the strategy</b></p> <p>Attainment from KS1 has been enhanced in all areas. The gap between Pupil Premium and non-Pupil Premium has narrowed in Reading, Writing and GPVS but widened slightly in Maths.            Writing is lower for eligible Pupil Premium pupils with a larger difference than in Reading or Maths.            Whilst the gap at Greater Depth has increased in all areas, the percentage of Pupil Premium children attaining this has increased, particularly in Reading.</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	64%	82%	62%	86%	69%	86%	69%	82%	GD	26%	35%	15%	31%	18%	43%	18%	31%	Progress from KS1									<ul style="list-style-type: none"> <li>External CPD on high quality phonics to spelling.</li> <li>External CPD on Mastery Maths.</li> <li>Staff CPD on strategies for developing GD.</li> <li>Staff CPD aimed at addressing vocab deficit.</li> </ul> <p>For this cohort:</p> <ul style="list-style-type: none"> <li>Quality First Teaching to target pupil gaps in daily learning.</li> <li>Targeted Reading, Writing and Maths interventions delivered by 0.6 teacher.</li> <li>Interventions timetabled – rigorous monitoring of impact.</li> </ul>
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		<p>0.1 DHT £2116.00</p>	<p><u>Planning for Mastery Curriculum</u> DHT supported Y3 team with planning, teaching and learning in Autumn term and provided opportunities for observations/discussions. Success of initiative shown in enhanced attainment from KS1 (where historically attainment had dipped) and positive feedback from drop-ins, QA and planning scrutiny by subject leads.</p> <p><u>Mastery Maths Approach</u> Support from Maths leads Autumn and Spring terms focussed on developing a mastery curriculum – positive impact seen in raised attainment of pupils over previous academic year where, historically, attainment has dipped.</p>	<ul style="list-style-type: none"> <li>• Continue to diminish difference between PP and non-PP pupils.</li> <li>• Input from English and Maths Leads on boy centric activities to reduce gender attainment gap in Reading, Writing and Maths.</li> <li>• Continue to set challenging PP targets.</li> <li>• Half-termly PP progress meetings with PP Lead.</li> </ul>																																				
4	34 53%		<p>In Year 4 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. These are the Teacher Assessments for July 2019:</p> <table border="1" data-bbox="645 871 1682 1110"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>68%</td> <td>87%</td> <td>65%</td> <td>73%</td> <td>74%</td> <td>87%</td> <td>65%</td> <td>73%</td> </tr> <tr> <td>GD</td> <td>32%</td> <td>33%</td> <td>21%</td> <td>23%</td> <td>26%</td> <td>33%</td> <td>21%</td> <td>23%</td> </tr> <tr> <td>Progress from KS1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Attendance                      Pupil Premium: 94.3%                      Non-Pupil Premium: 96%            Persistent Absence                      Pupil Premium: 14.7%                      Non-Pupil Premium: 6.7%</p> <p><b>Evaluation of the strategy</b>            Attainment from KS1 has been enhanced in Reading but has slipped slightly (equivalent to one child) in Writing and Maths. The gap between Pupil Premium and non-Pupil Premium has closed in Reading, Writing and Maths but has widened slightly in GPVS.</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	68%	87%	65%	73%	74%	87%	65%	73%	GD	32%	33%	21%	23%	26%	33%	21%	23%	Progress from KS1									<ul style="list-style-type: none"> <li>• External CPD on Mastery Maths.</li> <li>• Staff CPD on strategies for developing GD.</li> <li>• Staff CPD aimed at addressing vocab deficit.</li> <li>• External CPD on reading comprehension skills.</li> <li>• External CPD on times tables in preparation for Multiplication test.</li> </ul> <p>For this cohort:</p> <ul style="list-style-type: none"> <li>• Quality First Teaching to target pupil gaps in daily learning.</li> </ul>
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			<p>Although Writing is slightly lower for eligible Pupil Premium pupils, the largest difference is in Reading. Whilst the gap at Greater Depth has increased in all areas, the percentage of Pupil Premium children attaining this has increased. 26% of PP pupils have SEND issues which impacts negatively on attainment.</p>	<ul style="list-style-type: none"> <li>• Continue to diminish difference between PP and non-PP pupils.</li> <li>• Input from English Lead on boy centric activities to reduce gender attainment gap in Writing.</li> <li>• Input from Maths Leads on girl centric activities to reduce gender attainment gap in Maths.</li> <li>• Continue to set challenging PP targets.</li> <li>• Half-termly PP progress meetings with PP Lead.</li> <li>• Attendance Lead/EWO to meet with parents; identify reasons for PAs amongst PP group; investigate and implement incentives/solutions to reduce percentage of PAs.</li> </ul>
	0.1 DHT £2116.00	<p><u>Planning for Mastery Curriculum</u> DHT supported Y4 team with planning, teaching and learning in Autumn term and provided opportunities for observations/discussions. Success of initiative shown in enhanced attainment from KS1 (where historically attainment had dipped) and positive feedback from drop-ins, QA and planning scrutiny by subject leads.</p>		
	£44,247.00	<p><u>Mastery Maths Approach</u> Support from Maths leads Autumn and Spring terms focussed on developing a mastery curriculum – positive impact seen in raised attainment of pupils over previous academic year where, historically, attainment has dipped.</p>		
	£3000.00	<p><u>Reducing class size</u> Additional class teacher and teaching assistant. Positive impact in raising attainment, at both ARE and GD (targets met from last review) and in closing the gap at ARE.</p>		
	£5849.00	<p><u>Primary Reading and Writing Stars</u> Primary Reading Stars - 10 sessions during Autumn term with LCFC Coach. Positive impact - of the 8 pupils (all below ARE), 3 made expected progress and 5 made accelerated progress in Reading. Primary Writing Stars – 10 sessions across Spring and Summer terms with LCFC Coach. Positive impact – of the 4 pupils (all below ARE), 3 made expected progress and 1 made accelerated progress in Writing.</p>		
		<p><u>Prince William Award</u> Y4 group – 15 children (80% Pupil Premium)</p>		



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			Positive impact reported by link teacher and by pupils during end of course celebration assembly. Responses by link teacher for mid-year impact report showed: 90% of cohort had improved in key skills of Problem Solving, Teamwork and Confidence and 60+% improved in key skills of Self-control, Resilience and Listening. Responses by pupils for mid-year impact report showed 80+% improved in key skills of Problem Solving, Teamwork, Resilience, Confidence and Listening.																																					
5	31 51%		<p>In Year 5 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. These are the Teacher Assessments for July 2019:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>58%</td> <td>83%</td> <td>55%</td> <td>73%</td> <td>52%</td> <td>90%</td> <td>55%</td> <td>83%</td> </tr> <tr> <td>GD</td> <td>10%</td> <td>37%</td> <td>6%</td> <td>27%</td> <td>3%</td> <td>33%</td> <td>3%</td> <td>20%</td> </tr> <tr> <td>Progress from KS1</td> <td style="background-color: red;"></td> <td style="background-color: green;"></td> <td style="background-color: yellow;"></td> <td style="background-color: green;"></td> <td style="background-color: yellow;"></td> <td style="background-color: green;"></td> <td></td> <td></td> </tr> </tbody> </table> <p>Attendance                      Pupil Premium: 94.2%                      Non-Pupil Premium: 96.5%            Persistent Absence                      Pupil Premium: 19.4%                      Non-Pupil Premium: 6.7%</p> <p><b>Evaluation of the strategy</b></p> <p>Attainment from KS1 has not been maintained following dips in Y3 and Y4; however, attainment has improved over the last academic year in Reading, Maths and GPVS. In addition, the gap between Pupil Premium and non-Pupil Premium has been reduced. Maths is lower for eligible Pupil Premium pupils with a larger difference than in Reading or Writing.</p> <p>Whilst the gap at Greater Depth has increased in all areas, the percentage of Pupil Premium children attaining this has increased.</p> <p>29% of PP pupils have SEND issues which impacts negatively on attainment.</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	58%	83%	55%	73%	52%	90%	55%	83%	GD	10%	37%	6%	27%	3%	33%	3%	20%	Progress from KS1									<ul style="list-style-type: none"> <li>• Staff CPD on strategies for developing GD.</li> <li>• Staff CPD aimed at addressing vocab deficit.</li> <li>• External CPD on spelling strategies; developing vocab and appropriate interventions for struggling readers.</li> </ul> <p>For this cohort:</p> <ul style="list-style-type: none"> <li>• Quality First Teaching to target pupil gaps in daily learning.</li> <li>• Targeted Reading, Writing and Maths interventions delivered by additional teacher and class based TAs.</li> <li>• Interventions timetabled – rigorous monitoring of impact.</li> </ul>
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**Forest Lodge Academy**

		<p>£49,803.00</p> <p>Cost shared with Y4</p> <p>Cost shared with Y4</p>	<p><u>Reducing class size</u> Additional class teacher and teaching assistant. Positive impact in raising attainment, at both ARE and GD and in closing the gap at ARE.</p> <p><u>Primary Reading and Writing Stars</u> Primary Reading Stars 10 sessions during Autumn term with LCFC Coach. Positive impact - of the 2 pupils (all with below ARE), 1 made expected progress and 1 made accelerated progress in Reading. Primary Writing Stars – 10 sessions across Spring and Summer terms with LCFC Coach. Positive impact – of the 8 pupils (all below ARE), 1 made expected progress and 6 made accelerated progress in Writing.</p> <p><u>Prince William Award</u> Y5 group – 14 children (64% Pupil Premium) Positive impact reported by link teacher and by pupils during end of course celebration assembly. Responses by link teacher for mid-year impact report showed: 90% of cohort had improved in key skills of Problem Solving, Teamwork and Confidence and 60+% improved in key skills of Self-control, Resilience and Listening. Responses by pupils for mid-year impact report showed 80+% improved in key skills of Problem Solving, Teamwork, Resilience, Confidence and Listening.</p>	<ul style="list-style-type: none"> <li>• Input from SENCO – 29% of PP also have SEND issues.</li> <li>• Continue to diminish difference between PP and non-PP pupils.</li> <li>• Input from Maths Lead to further promote attainment of PP pupils.</li> <li>• Input from English Lead to further promote attainment of PP pupils in Reading and Writing.</li> <li>• CGP 10 minute test booklets for each child to support learning at home.</li> <li>• Continue to set challenging PP targets.</li> <li>• Half-termly PP progress meetings with PP Lead.</li> <li>• Inference intervention for PP not meeting ARE led by Interventions teacher in order to close gap with KS1 results.</li> </ul>
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**Forest Lodge Academy**

6	47 52%		<p>In Year 6 the pupils take tests that are externally marked in Reading and Mathematics, Grammar, punctuation and spelling. Writing remains a teacher assessment which is moderated, often by the Local Authority. These are the results for 2019:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>53%</td> <td>63%</td> <td>64%</td> <td>77%</td> <td>68%</td> <td>84%</td> <td>66%</td> <td>84%</td> </tr> <tr> <td>GD</td> <td>9%</td> <td>19%</td> <td>9%</td> <td>26%</td> <td>17%</td> <td>28%</td> <td>26%</td> <td>49%</td> </tr> <tr> <td>Progress from KS1</td> <td style="background-color: red;"></td> <td style="background-color: green;"></td> <td></td> <td></td> </tr> </tbody> </table> <p>*These results are unvalidated.</p> <p>Teacher Assessment</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>72%</td> <td>84%</td> <td>64%</td> <td>77%</td> <td>72%</td> <td>79%</td> <td></td> <td></td> </tr> <tr> <td>GD</td> <td>15%</td> <td>42%</td> <td>9%</td> <td>26%</td> <td>11%</td> <td>40%</td> <td></td> <td></td> </tr> <tr> <td>Progress from KS1</td> <td style="background-color: green;"></td> <td></td> <td></td> </tr> </tbody> </table> <p>Attendance                      Pupil Premium: 94.6%                      Non-Pupil Premium: 98%</p> <p>Persistent Absence              Pupil Premium: 10.6%                      Non-Pupil Premium: 2.3%</p> <p><b>Evaluation of the strategy</b></p> <p>Attainment from KS1 on national tests has been exceeded in Writing and Maths but not in Reading. Teacher assessment shows that attainment from KS1 has been exceeded in all areas. The gap between Pupil Premium and non-Pupil Premium has</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	53%	63%	64%	77%	68%	84%	66%	84%	GD	9%	19%	9%	26%	17%	28%	26%	49%	Progress from KS1										Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	72%	84%	64%	77%	72%	79%			GD	15%	42%	9%	26%	11%	40%			Progress from KS1									<ul style="list-style-type: none"> <li>Staff CPD on strategies for developing GD.</li> <li>Staff CPD aimed at addressing vocab deficit.</li> <li>External CPD on spelling strategies; reading comprehension skills and appropriate interventions for struggling readers.</li> <li>Additional teacher (NQT) for interventions</li> </ul> <p>For Y6 staff:</p> <ul style="list-style-type: none"> <li>Review approaches to reading in light of SATs results.</li> <li>Review nature of interventions carried out and timetabling.</li> <li>Monitor all bands of prior attainment and implement timely interventions to ensure that pupils make expected progress.</li> </ul> <p>32% of Pupil Premium pupils also had SEND issues.</p>
	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP																																																																				
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			<p>widened in Reading and Maths but reduced in Writing. Although Reading is lower for eligible Pupil Premium pupils, the largest difference is in Maths.</p> <p>Whilst the gap at Greater Depth has decreased for Reading and Maths, it has increased for Writing. Overall the percentage of Pupil Premium children attaining Greater Depth has increased.</p> <p><u>Small Group Tuition</u></p> <p>Booster groups, additional to the school day, for 25 children at risk of not achieving ARE ran weekly throughout the Spring term. These sessions focussed on Maths, Reading, Writing or GPVS as required. Impact positive with 86% achieving the standard in Maths, 100% achieving the standard in Reading, 88% achieving the standard in Writing and 82% achieving the standard in GPVS.</p>	
		£819.96		
		£25,296.00	<p><u>Interventions Teacher</u></p> <p>Through a variety of small group and targeted 1:1 interventions, and some whole class teaching whilst the class teacher delivered focussed interventions, the Interventions teacher contributed to the raising of standards. Through whole class teaching of Science, the Interventions teaching positively impacted on the outcomes: Pupil Premium 77% Non-Pupil Premium 74%</p>	
		£634.85	<p><u>Easter School</u></p> <p>Ran for 2 x 3 hour sessions in the Easter holiday focussing on GPVS, Writing and Maths. Attendance was slightly below expected figure with an average of 31 children attending (34%). This intervention had a positive impact on results.</p>	
		£1041.00	<p><u>Targeted Spelling Intervention</u></p> <p>TA led intervention with small groups or 1:1. Impact shown in end of KS spelling scores.</p>	
		£645	<p><u>CGP Homework books</u></p> <p>All pupils had access to 10 minute test booklets, for RWM, with one test completed for homework daily. High level of engagement amongst most pupils.</p>	



Review and evaluation of the impact of whole school strategies not already mentioned.

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
Parental Engagement TLR	Whole school	£2173.00 TLR payment	Data prepared by TLR holder shows that number of incidents of parents involved in events in school was 1456. Of these incidents, 379 involved parents of pupils in receipt of PP. This represents an increase over the previous academic year. TLR holder has continued to build on number and nature of events over previous academic year.	Despite updating of admin procedures, inconsistencies remain in recording of parent attendance by office and teaching staff. This needs to be addressed in 2019-20. Effective use of funding.
Two Walking Bus routes - staffing  Breakfast Club - Staffing and resources	23	£17,594.88  £1931  £4299.30	65% of pupils targeted for Walking Bus have attendance rates of 96%+.  Rewards and incentives have encouraged general attendance.  Between 70 and 90 pupils daily access breakfast, arrive at school punctually and are ready for the day's learning. They access supervised activities which aid in the development of social skills.  The school rigorously follows the accepted procedure for fining families with children who have persistent absences.  Overall attendance for PP children has improved over the previous academic year and the percentage of unauthorised absences has decreased; however, there has been a slight increase in the overall percentage of lates. The percentage of persistent absences amongst Pupil Premium pupils remains above that of non-Pupil Premium pupils and continues to be a concern.	Both strategies have had a positive impact on attendance therefore it is recommended that funding be continued.
Reading Eggs	Whole school	£1947.00	This program has been used to set fortnightly reading homework and as an additional source of reading to school books. Data prepared by English Lead shows that pupils have accessed the program for over 5000 hours over the school year and have read in excess of 7000 books. Overall, attainment in reading is improving over the previous	Effective use of funding. English and PP Leads to continue monitoring use of online reading by PP pupils. Identify children not accessing Reading Eggs and provide opportunities within the school day for this.



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Purchase class novels		£1766.90	academic year. Pupil and parental engagement with the program has exceeded expectations. Novels purchased in summer term based on recommendations for each year group.	English Lead to monitor use of class novels in 2019-20.
Mathletics	Whole school	£2593.08	This program has been used to set fortnightly maths homework. Data prepared by Maths Leads shows that pupils completed over 29,000 activities, with 19,000 of those being completed at home. Pupil and parental engagement with the program has exceeded expectations.	Effective use of funding. Maths and PP Leads to continue monitoring use of online maths by PP pupils. Identify children not accessing Mathletics and provide opportunities within the school day for this.
Development of curriculum - DHT	Whole school	£8465	Development of revised curriculum with a focus on experiences, skills and development of vocabulary. These are areas which will enhance the learning for PP pupils and bridge acknowledged gaps in cultural capital. Staff updated and involved throughout process.	Funding to be targeted for experiences etc. as revised curriculum is implemented.
Broaden range of life experiences Residential in Y2, 4 and 6 Music tuition	Y2 49 Y4 19 Y6 57 attend ed	£8389.59  £13,412.40	Greater levels of engagement, confidence, self-esteem and cooperation/social skills. Enriched life experiences through range of activities provided.  Percentage of PP pupils engaged in music tuition has increased from 46% to 51%. Pupils have participated in three successful, well-attended, Music Mornings. Eight pupils sat external examinations – 100% success rate.	Effective use of funding. Staff to be proactive in contacting PP families to ensure permission slips are returned.  Effective use of funding. Music Leads to investigate ways of gathering pupil and parent feedback.
Swimming in Y3 and 4	All Y3 & Y4 pupils	£5780.28	Pupils participate in regular swimming lessons – raising confidence and developing life-long skills.	Positive impact on pupils – continue with funding. Develop monitoring systems to identify those who can swim given distances in preparation for achieving end of KS2 standard.
After School Club	93 pupils 31% PP	£22,082.42	After School Club ran three days a week. Focus continued to be on developing reading skills. 84% of PP pupils attending ASC attained ARE in Reading.	Effective use of funding – target PP families to increase percentage attending. Format



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M&M productions	Whole school	£1300	Provides opportunities for pupils to access live performances which many are unable to do outside of school. Teachers report high levels of engagement amongst most pupils in post-performance discussions/activities.	changing to provide link between activities and reading genres. Effective use of funding. Continue links with M&M productions.
Curriculum resources	Whole school	£2179	Increased engagement through first hand, practical experiences.	Continue funding for additional resources to broaden range of experiences linked to revised curriculum.
Cool Milk	FSM pupils	£4873.40	Daily free milk for FSM pupils.	
Monitoring and evaluation of Pupil Premium strategy	Whole school	£700.00	Termly meetings with staff, maintained a focus on attainment of PP pupils and the interventions required to ensure their success. Impact seen through higher levels of PP attainment and meeting of prior EYFS/KS1 attainment.	Positive impact on attainment. Continue funding for next academic year.

**Summary: how well are eligible pupils doing? Is the difference diminishing?**

- **Attainment of PP has improved with most year groups moving closer to or meeting prior results from EYFS or KS1. Whilst gaps are still present in RWM, they have generally diminished.**

**Summary of Proposed Actions for the 2019/20**

- **Continue to raise attainment for PP pupils in all year groups.**
- **Whole school CPD around development of vocabulary in order to minimise the cultural language deficit.**
- **Whole school CPD focused on development of greater depth (GD).**
- **Target progress and attainment of PP pupils through half-termly meetings with PP Lead.**
- **Language intervention in Reception.**
- **Use of intervention teachers to raise attainment in Y2,3,4 and 6.**
- **Accelerate progress of KS2 PP pupils in Reading.**
- **Broaden life experiences.**



## Strategy for 2019-20

Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:

1. Summary information for 2019-20					
<b>Academy</b>	Forest Lodge				
<b>Pupil Premium Leader</b>	Carol Hardwick				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£328,680.00	<b>Date of most recent PP Review</b>	July 2109
<b>Total number of pupils</b>	633	<b>Number of pupils eligible for PP</b>	247	<b>Date for next internal review of this strategy</b>	September 2020

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc)</i>	<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding)</i>
Low levels of communication and language on entry	Parental engagement with out of school learning
Paucity of vocabulary and experiences	Wider cultural life-experiences/opportunities
Aspirations of potential higher achievers	Attendance (below 95% for PP children in all year groups, with exception of Y3)
Low attainment of Y5 moving to Y6	Higher levels of persistent absenteeism

	<b>3. Outcomes – separate for each year group as each cohort has its own profile and needs</b>
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What do we want to achieve?			How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?
Year Group	What do you want to achieve and how they will be measured	Success criteria	How will the intervention or provision be delivered?	Refer to research from EEF or other research to justify the choice of strategy.		Provide simple breakdown of proportionate or full costs.
<b>Nursery</b>				Outstanding debt due to overpayment in 2017-18 to be cleared. Any monies remaining		
<b>Year R</b>	Raise attainment of Pupil Premium children in Reading, Writing and Maths.	70% of eligible Pupil Premium Pupils to achieve GLD in Reading, Writing and Number	Implement Nuffield Early Years Language Intervention following staff training  0.4 teacher to carry out small group interventions	The EEF has found that high quality interventions in Early Years has positive benefits, +5 months as does small group tuition, +4 months.	Early Years Leader to analyse data each half term and report to SLT	Training of a teacher and TA plus all materials to deliver the intervention - £1040  £20,932.65
<b>Year 1</b>	Raise attainment of Pupil Premium children in Reading, Writing and Maths.	76% of children eligible for pupil premium to achieve expected standard in Reading and Maths and 73% in Writing by the end of Y1.  20% of children eligible for pupil premium to achieve greater depth in Reading, Writing and Maths by the end of Y1.	Small group or 1:1 interventions in RWM carried out by additional teaching assistant  Small group pre-teaching; double feedback; mastery learning; activities to broaden/deepen vocabulary and challenges to develop greater depth.  Implement strategies from external training	Analysis of R data from 2018-19 shows that PP pupils are achieving as well as the non-PP pupils. Specific interventions required in Phonics to ensure that attainment is at least in line with, or exceeding, that of 2018-19 on the Phonics test. The EEF reports that effective feedback can have positive effects of up to +8 months, small group tuition can have an impact of +4 months, Phonics +4 months and mastery learning +5 months.	Termly data review and evaluation of impact by AH. Termly pupil progress meetings with HT/DHT/AH. Half-termly Pupil Premium progress meetings with PP Lead – impact report to SLT.	£14,618.93



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			on high quality phonics to spelling.			
<b>Year 2</b>	<p>Increase percentage of children attaining expected standard in Reading, Writing and Maths at the end of KS1.</p> <p>Increase percentage of children achieving greater depth in Reading, Writing and Maths at the end of KS1.</p> <p>Accelerate the progress of boys in Writing, and therefore attainment, thereby reducing the gender gap.</p>	<p>79% of children eligible for pupil premium to achieve expected standard in Reading and Maths and 77% in Writing at the end of KS1.</p> <p>21% of children eligible for pupil premium to achieve greater depth in Reading and Writing, and 15% in Maths at the end of KS1.</p> <p>Attainment gap between boys and girls in Writing has been reduced.</p>	<p>Interventions teacher 0.6 to carry out small group or 1:1 interventions in RWM, release of class teacher to carry out targeted interventions.</p> <p>Small group pre-teaching; double feedback; mastery learning; activities to broaden/deepen vocabulary; writing themes to engage boys and challenges to develop greater depth.</p> <p>Implement strategies from external training on high quality phonics to spelling.</p> <p>CGP homework books from Spring term to SATs week.</p>	<p>Analysis of Year 1 data from 2018-19 shows that PP pupils are achieving as well as the non-PP group at ARE but that gaps have opened at GD in RWM.</p> <p>The EEF reports that effective feedback can have positive effects of up to +8 months, whilst small group tuition can have an impact of +4 months and mastery learning +5 months.</p> <p>The EEF reports that homework can have a positive impact of up to +2 months.</p>	<p>Termly data review and evaluation of impact by AH.</p> <p>Termly pupil progress meetings with HT/DHT/AH.</p> <p>Half-termly Pupil Premium progress meetings with PP Lead – impact report to SLT.</p> <p>Pupil interviews /work scrutiny by English /Speaking Leads and G/T Lead</p>	<p>£21,204.00</p> <p>£600</p>
<b>Year 3</b>	<p>Raise attainment of Pupil Premium children in Reading, Writing and Maths.</p>	<p>75% of children eligible for pupil premium to achieve expected standard in Reading and 69% in Maths and Writing by the end of Y3.</p>	<p>Interventions teacher 0.3 to carry out small group or 1:1 interventions in RWM.</p> <p>Small group pre-teaching; double feedback; mastery learning; activities to</p>	<p>Analysis of Y2 data from 2018-19 shows that gaps remain between PP and non-PP pupils in RWM at both ARE and GD.</p> <p>The EEF reports that effective feedback can have positive effects of up to +8 months, whilst small group tuition can have an impact of +4 months and mastery learning +5 months.</p>	<p>Termly data review and evaluation of impact by AH.</p> <p>Termly pupil progress meetings with HT/DHT/AH.</p>	<p>£10,602.00</p>



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	Accelerate the progress of boys in Maths, and therefore attainment, thereby reducing the gender gap.	28% of children eligible for pupil premium to achieve greater depth in Reading, 25% in Writing and 22% in Maths by the end of Y3.  Attainment gap between boys and girls in Maths has been reduced.	broaden/deepen vocabulary; maths activities to engage boys and challenges to develop greater depth.  Implement strategies from external training on high quality phonics to spelling and Mastery Maths.		Half-termly Pupil Premium progress meetings with PP Lead – impact report to SLT. Pupil interviews /work scrutiny by English /Speaking Leads and G/T Lead	
<b>Year 4</b>	Raise attainment of Pupil Premium children in Reading, Writing and Maths.  Accelerate the progress of boys in Reading, Writing and Maths, and therefore	69% of children eligible for pupil premium to achieve expected standard in Reading and Writing and 74% in Maths by the end of Y4.  31% of children eligible for pupil premium to achieve greater depth in Reading, 20% in Writing and 23% in Maths by the end of Y4.  Attainment gap between boys and girls in Reading,	Interventions teacher 0.3 to carry out small group or 1:1 interventions in RWM.  Small group pre-teaching; double feedback; mastery learning; activities to broaden/deepen vocabulary; maths activities to engage boys; reading and writing themes to engage boys and challenges to develop greater depth.  Implement strategies from external training on Mastery Maths; reading	Analysis of Year 3 data from 2018-19 shows that gaps remain between PP and non-PP pupils in RWM at ARE and GD. In addition, less than 65% of PP pupils are attaining ARE at the end of Year 3 in Reading and Writing.  The EEF reports that effective feedback can have positive effects of up to +8 months, whilst small group tuition can have an impact of +4 months and mastery learning +5 months.	Termly data review and evaluation of impact by AH. Termly pupil progress meetings with HT/DHT/AH. Half-termly Pupil Premium progress meetings with PP Lead – impact report to SLT. Pupil interviews /work scrutiny by English /Speaking Leads and G/T Lead	£10,602.00



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	attainment, thereby reducing the gender gap.	Writing and Maths has been reduced.	<p>comprehension and times tables.</p> <p>Primary Reading Stars – Leicester City Football Club reading and writing initiative focussing on disengaged/under-achieving pupils (one morning or afternoon weekly)</p> <p>Prince William Award – delivered one morning, weekly by Skillforce trainer focussing on aspirations, goals, learning attitudes and resilience.</p>	<p>EEF research indicates that outdoor adventure learning providing for collaborative learning experiences together with setting clear goals and developing aspirations can have positive benefits on academic learning and non-cognitive outcomes such as self-confidence.</p> <p>The children selected for the Primary Reading Stars and Prince William Award initiatives have low self-esteem and aspirations.</p>	<p>LCFC present data from Primary Reading Stars to PP and PE Leads.</p> <p>Skillforce to present data to HT and PP Lead.</p>	<p>£1500 (Cost shared with Sports Premium)</p> <p>£2925</p>
<b>Year 5</b>	Raise attainment of Pupil Premium children in Reading, Writing and Maths.	<p>74% of children eligible for pupil premium to achieve expected standard in Reading, 68% in Writing and 75% in Maths by the end of Y5.</p> <p>35% of children eligible for pupil premium to achieve greater depth in Reading, 24% in Writing and 29% in Maths by the end of Y5.</p>	<p>Additional class teacher to allow for smaller class size.</p> <p>Small group pre-teaching; double feedback; mastery learning; activities to broaden/deepen vocabulary; maths activities to engage girls; writing themes to engage boys and challenges to develop greater depth. Implement strategies from external training on vocab; reading interventions for</p>	<p>Analysis of Year 4 data from 2018-19 shows that gaps remain between PP and non-PP pupils in RWM at ARE and that attainment for PP pupil in Writing and Maths is below that of KS1. At GD PP pupils are achieving as well as the non-PP group in Reading and Writing. 26% of PP children have SEND issues.</p> <p>Whilst research by the EEF has shown that reducing class sizes has a positive outcome of +3 months, smaller classes also allows for effective feedback +8 months and small group tuition +4 months. In addition, mastery learning has a positive effect of +5 months.</p>	<p>Termly data review and evaluation of impact by AH. Termly pupil progress meetings with HT/DHT/AH. Half-termly Pupil Premium progress meetings with PP Lead – impact report to SLT. Pupil interviews /work scrutiny by English</p>	£35,532.82



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	Accelerate the progress of boys in Writing and girls in Maths, and therefore attainment, thereby reducing the gender gap.	Attainment gap between boys and girls in Writing and Maths has been reduced.	<p>struggling readers and spelling.</p> <p>Primary Reading Stars – Leicester City Football Club reading and writing initiative focussing on disengaged/under-achieving pupils (one morning or afternoon weekly)</p> <p>Prince William Award – delivered one morning, weekly by Skillforce trainer focussing on aspirations, goals, learning attitudes and resilience.</p>	<p>EEF research indicates that outdoor adventure learning providing for collaborative learning experiences together with setting clear goals and developing aspirations can have positive benefits on academic learning and non-cognitive outcomes such as self-confidence.</p> <p>The children selected for the Primary Reading Stars and Prince William Award initiatives have low self-esteem and aspirations.</p>	<p>/Speaking Leads and G/T Lead</p> <p>LCFC present data from Primary Reading Stars to PP and PE Leads.</p> <p>Skillforce to present data to HT and PP Lead</p>	<p>£1500 (Cost shared with Sports Premium)</p> <p>£2925</p>
<b>Year 6</b>	<p>Increase percentage of children attaining expected standard in Reading, Writing and Maths at the end of KS2.</p> <p>Increase percentage of children achieving greater depth in Reading, Writing and</p>	<p>70% of children eligible for pupil premium to achieve expected standard in Reading, 67% in Writing and 64% in Maths at the end of KS2. (These targets are challenging but necessary to reverse the slippage from KS1.)</p> <p>16% of children eligible for pupil premium to achieve greater</p>	<p>Additional class teacher to allow for smaller class size.</p> <p>Interventions teacher to carry out small group or 1:1 interventions in RWM; release of class teacher to carry out targeted interventions.</p> <p>Small group pre-teaching; double feedback; mastery learning; activities to broaden/deepen vocabulary and</p>	<p>Analysis of Year 5 data from 2018-19 shows that gaps remain between PP and non-PP children in RWM, with less than 65% of PP children attaining ARE in RWM and 10% or less attaining GD at the end of Year 5. 29% of PP children have SEND issues.</p> <p>Whilst research by the EEF has shown that reducing class sizes has a positive outcome of +3 months, smaller classes also allows for effective feedback +8 months and small group tuition +4 months. In addition, mastery learning has a positive effect of +5 months.</p>	<p>Termly data review and evaluation of impact by AH. Termly pupil progress meetings with HT/DHT/AH. Half-termly Pupil Premium progress meetings with PP Lead – impact report to SLT. Pupil interviews /work scrutiny by English</p>	<p>£47,090.11</p> <p>£32,888.29</p>



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	<p><b>Maths at the end of KS2.</b></p>	<p><b>depth in Reading and 12% in Writing and Maths at the end of KS2.</b></p>	<p><b>challenges to develop greater depth.</b></p> <p><b>Implement strategies from external training on reading comprehension; reading interventions for struggling readers and spelling.</b></p> <p><b>Timely interventions to ensure that pupils meet expected standard.</b></p> <p><b>CGP homework books from Spring term to SATs week.</b></p> <p><b>Additional small group tuition for underachieving PP children in the Spring term.</b></p> <p><b>Two day Easter school</b></p>	<p><b>The EEF reports that homework can have a positive impact of up to +2 months.</b></p>	<p><b>/Speaking Leads and G/T Lead</b></p> <p><b>Data analysis by PP Lead to HT.</b></p> <p><b>Pupil interviews</b></p>	<p>£600</p> <p>£820 – 1.5 hours x 8 weeks, three teachers</p> <p>£640 (estimated) for staffing and resources</p>
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<b>Whole School Initiatives</b>	<b>How?</b>	<b>What is the rationale for this chosen strategy?</b>	<b>How will it be monitored?</b>	<b>Cost?</b>
Continue to raise attainment in Reading through a focus on	All pupils to have access to Reading Eggs, on-line tool to monitor and	Research for the EEF shows that similar on-line reading initiatives raises attainment by +5 months for eligible pupils and +3 months for all pupils. In addition, EEF research shows	English Leads to monitor reading statistics from on-	£1947 - yearly subscription cost



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fluency and application of comprehension strategies.	encourage pupils to read more books; extend Reading Eggs provision to Reception classes; develop and apply comprehension strategies and develop spelling strategies.	that Reading Comprehension strategies can raise attainment by +6 months.	line information. Half-termly report to SLT.	£360 – additional cost for Reception pupils
Continue to raise attainment and promote pupil engagement in Maths	All pupils to have access to on-line learning tool, Mathletics, to support learning both in school and at home.	Research by the EEF has shown that the use of digital technology can impact on learning by up to +4 months.	Usage and impact monitored by Maths LEADs – termly report to SLT.	£2593
Continue to raise attendance and diminish persistent absenteeism	Staffing of two Walking Bus routes and staffing and resources for daily Breakfast Club during term time. Monitoring of children whose attendance is below 96%.	Attendance has been identified as being a barrier to learning. Although attendance has improved, many of our eligible Pupil Premium pupils are not in school enough and the percentage of persistent absences is above that of the non-PP group. The dedicated time to support our families has and will continue to improve the attendance rates.	Half termly reports from Assistant Head to SLT including evaluations and actions.	Walking Bus – £18,500 Breakfast Club - £4730
Increase percentage of PP pupils attaining GD in RWM.	GT lead to attend training on developing strategies for GD. Staff training. Implement strategies with pupils.	Analysis of school data from 2018-19 shows that gaps exist in all areas between PP pupils and non-PP pupils at GD. Action is necessary to raise attainment of PP pupils at GD and diminish the gap. Research by the EEF has shown that mastery learning has a positive effect of +5 months.	Monitor planning; drop-ins; monitor outcomes; track pupils; termly report to SLT.	£3000



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Develop use of topic/subject specific vocabulary	English and Speaking leads to attend training on developing strategies. Staff training. Implement strategies with pupils.	Research shows that PP pupils have a language deficit compared to their non-PP peers. Action is required to close this gap.	Monitor planning; drop-ins; monitor outcomes; termly report to SLT.	£3000
Continue to develop parental engagement with school and children's learning.	Parental Engagement TLR.	An audit of parental engagement with school events has shown an increase over the previous academic year but there is scope for further opportunities to be created in order to increase both the level and quality of engagement. Research by the EEF has shown that parental engagement can have an impact of +3 months.	Termly report to SLT from Parental Engagement Lead on attendance at events; parent questionnaires	£2173
Broaden range of life experiences to support a mastery curriculum	Music tuition – steel pans; guitars; violins, violas and cellos.  Swimming tuition in Y3 and Y4. Residential in Y2, Y4 and Y6.  After School Club, Mon – Wed.  M&M Productions  Resourcing of mastery curriculum	Activities which broaden a child's life-experiences have been found by the EEF to have a predicted educational impact of: Outdoor adventure learning +3 months Arts participation +2 months Sports participation +2 months Mastery Learning +5 months  In addition, these experiences make a contribution to pupil's self-confidence, self-esteem and attitudes to learning.	Termly reports to SLT by Music Leads. Pupil questionnaires. Termly Impact report by PE Lead. Monitor PP attendance on residential. Parent and pupil questionnaires and interviews for impact of After School Club. Pupil interviews, completed work, photographic evidence.	£14,400.00 Specialist music teacher  £5780.28  £10,500  £25,000 Staffing and resources  £1500  £13,500



**Forest Lodge Academy**

Foster development of social skills amongst SEND pupils.	Resourcing of Lego Play initiative.	Lego Play was introduced in 2017-18 and was noted as having a positive impact on the social skills of the pupils involved, therefore we are continuing to resource this initiative.	Impact analysis of interventions by SENCo.	£200
Monitoring and evaluation of Pupil Premium strategy	Half-termly pupil progress meetings with class teachers; learning walks; analysis of data and next steps identified and implemented.	For secure and effective implementation of this strategy, rigorous monitoring is required.	PP Lead reports to SLT and Governors.	£1400 – 8 days supply cover for PP Lead
	Daily milk for PP pupils receiving FSM			£4200
<b>Total</b>				<b>£318,804.08</b>

Date: \_\_\_\_\_

Pupil Premium Leader: \_\_\_\_\_