



Forest Lodge Academy

As a result of the Coronavirus (COVID-19) all schools in England remained shut from March until their re-opening. National Primary assessments have been withdrawn and Teacher Assessments have been used to make judgements about end of year pupil attainment.

Pupil Premium Report 2019/2020 and Strategy Statement 20/21

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>



Forest Lodge Academy

1. Summary information 2019-20					
Academy	Forest Lodge Academy				
Pupil Premium Leader	Ivana Danon				
Academic Year	2019-2020	Total PP budget	£328,680.00	Date of most recent PP Review	July 2020
Total number of pupils	618	Number of pupils eligible for PP	245	Date for next internal review of this strategy	September 2021

Pupil Premium Report Academic Year 2019-20

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
R	36 Children 40%		Early Years Foundation Stage children are expected to reach a Good Level of Development by the end of the academic year. Though GLD levels were not reached due to COVID-19 school closure, teacher assessment from Spring 2 data show that 85 % of all reception pupils were on track to reach a GLD. 82.4% of PP children were on track to reach GLD.	<ul style="list-style-type: none"> Look at research on the EEF to develop early intervention initiatives for basic



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		<p><u>Nuffield Early Language Intervention</u> £859.25</p> <p><u>0.4 teacher</u> to carry out small group interventions £15,579.77</p>	<p>Based on Spring 2 Teacher Assessment, there is no significant difference between PP and Non PP pupils in any subject. PP pupils are doing as well as Non PP pupils in all assessed areas.</p> <p><u>Attendance:</u> Pupil Premium 92.0% Non-PP 94.5 <u>Persistent Absence:</u> Pupil Premium 30.56% Non-PP 18.52%</p> <p>There is a significant difference in persistent absence between PP and Non PP children in reception. <i>While attendance is not mandatory in reception, this is a significant trend to watch out for as they transition into year 1.</i></p> <p><u>Nuffield Early Language:</u> The Nuffield Early Language Intervention (NELI) is designed to improve the spoken language ability of children in reception classrooms. It is targeted at children with relatively poor spoken language skills. Data was looked at and children were chosen due to poor baseline results into Reception. All children previously attended Nursery at Forest Lodge Academy. 12 children took part and the intervention was run daily for 30 minutes by the classroom TA. Of the 12 children, 3 were PP children (25%). Of the 12 children who took part 11 made progress. 100% of the PP children made progress.</p> <p><u>0.4 Small Intervention Teacher:</u> Interventions were carried out by class teachers and TAs as children's needs required staffing movement.</p>	<p>skills, such as fine motor focus.</p> <ul style="list-style-type: none"> • Explore strategies for improving attendance, especially persistent absence, of Pupil Premium pupils. • Continue Nuffield Early Language provision • Ensure reading/writing and language-based interventions are a focus • Address low parental engagement issues, particularly with reading at home • Continue a 'fun time' type support for emotional management and focus with vulnerable pupils
1	30 Children 33.3%		<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</p>	<ul style="list-style-type: none"> • Barriers to attainment



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		<p><u>Interventions teacher (shared with year 2) in RWM</u> £22,703.35</p>	<p>(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.</p> <p>There has not been a Phonic Screening Check for 2020 Based on the latest teacher assessment, where mock phonics screening check using last year’s test paper took place, our predicted school results are: <u>73 %</u> of the cohort was predicted to pass based on Spring 1 screening. <u>63.1%</u> of PP children were predicted to pass based on Spring 1 screening.</p> <p>Based on Teacher Assessments for Spring 2 children eligible for Pupil Premium have made good progress in all subjects, especially maths where there is no statistical difference in attainment between PP and Non PP children. Writing was stronger than reading, where there is a 17% difference in attainment. This needs to be an area of focus for this cohort next year. There was no significant difference between PP and Non PP in GD, with more PP pupils achieving GD in reading and writing.</p> <p><u>Attendance:</u> Pupil Premium 92.9% Non-PP 96.0% <u>Persistent Absence:</u> Pupil Premium 23.33% Non-PP 6.67%</p> <p>There is a significant difference in persistent absences between PP and Non PP children. This cohort has the highest percentage of PP persistent absences.</p> <p>Evaluation of the strategy <u>RWM Intervention by Additional TA:</u> Interventions were carried out by class teachers and TAs as children’s needs required staffing movement.</p>	<p>included reading at home</p> <ul style="list-style-type: none"> • Ensure intervention is carried out through logging children worked with, focus task and outcomes. • Focus on raising attainment of PP readers and writing • Ensure GD PP pupils maintain attainment • Target PA PP children for breakfast club or walking bus to decrease PA figures.
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2	33 Children 36%	<p><u>Interventions teacher (shared with year 1) in RWM</u> £22,703.35</p>	<p>In Year 2 pupils are usually 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 Spring 2 (Be mindful of School Closure due to COVID 19 from March 2020)</p> <p>Based on Teacher Assessments for Spring 2 pupils eligible for Pupil Premium have made good progress in all 3 core subjects areas with no significant differences in attainment in reading, writing or maths between PP and Non PP children. In greater depth attainment there is a noticeably difference in reading (11%) and maths (17%) between PP and Non PP pupils.</p> <p><u>Attendance:</u> Pupil Premium 94.1% Non-PP 96.0% <u>Persistent Absence:</u> Pupil Premium 18.18% Non-PP 15.79%</p> <p>There is no significant difference in persistent absences between PP and Non PP children.</p> <p>Evaluation of the strategy <u>0.6 Intervention Teacher:</u> This intervention teacher ran some intervention for maths, reading and writing, including a timetabled focus on addressing reading skills. However, due to school wide staffing needs interventions were often carried out by TA capacity instead.</p>	<ul style="list-style-type: none"> • Ensure GD attainment in reading and maths is a focus to move PP children on. • Identify GD PP children and monitor to make sure they do not fall back. • Continue QFT to ensure gaps do not appear as they move forward. • Ensure intervention is carried out through logging children worked with, focus task and outcomes.
3	36 Children 40%		<p>In Year 3 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p>	<ul style="list-style-type: none"> • Ensure strong SEN support is



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		<p>Based on Teacher Assessments for Spring 2 pupils eligible for Pupil Premium have large statistical differences in attainment when compared to Non PP pupils in all core subjects, ranging in difference from 20%-27%. However, this cohort has a high number of PP children who also have high SEN needs. When this is accounted for in data analysis, the statistical differences fall to 9% in reading and writing and 11% in maths. Strong SEN support is required for this year as they move into year 4.</p> <p>Attendance: Pupil Premium 95.8% Non-PP 95.7% Persistent Absence: Pupil Premium 8.33% Non-PP 9.26%</p> <p>There is no significant difference in persistent absences between PP and Non PP children. This year group has the lowest percentage of persistent absences in the school.</p> <p>Evaluation of the strategy <u>0.6 Interventions Teacher:</u> Interventions were carried out by class teachers and TAs as children's needs required staffing movement.</p> <p><u>Interventions teacher (Shared with year 4) in R, W, M</u> £22,703.35</p>	<p>available for this cohort.</p> <ul style="list-style-type: none"> • Ensure a mastery maths curriculum to increase maths attainment in PP pupils • Targeted SEN teaching and ongoing analysis of interventions to reduce statistical impact. • Ensure intervention is carried out through logging children worked with, focus task and outcomes.
4	41 Children 45.5%		<p>In Year 4 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <ul style="list-style-type: none"> • Ensure strong SEN support is available for this cohort.



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		<p>Based on Teacher Assessments for Spring 2 pupils eligible for Pupil Premium have large statistical differences in attainment when compared to Non PP pupils in all core subjects, ranging in difference from 18%-21%. However, this cohort has a high number of PP children who also have high SEN needs. When this is accounted for in data analysis, the statistical differences fall to 8% in reading and 3% in both writing and maths. Strong SEN support is required for this year as they move into year 5. SEN needs also contribute to a high statistical difference between PP and Non PP pupils attaining GD.</p> <p>Attendance: Pupil Premium 94.9% Non-PP 96.7% Persistent Absence: Pupil Premium 14.63% Non-PP 6.12%</p> <p>There is a significant difference in persistent absences between PP and Non PP children.</p> <p>Evaluation of the strategy <u>0.4 Interventions Teacher:</u> Interventions were carried out by class teachers and TAs as children's needs required staffing movement.</p> <p><u>Interventions teacher (Shared with year 4) in R, W, M</u> £22,703.35</p>	<ul style="list-style-type: none"> Targeted SEN teaching and ongoing analysis of interventions to reduce statistical impact. Target PA PP children for breakfast club and walking bus. Ensure intervention is carried out through logging children worked with, focus task and outcomes.
5	36 Children 55.3%	<p>In Year 5 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <p>Based on Teacher Assessments for Spring 2 pupils eligible for Pupil Premium have large statistical differences in attainment when compared to Non PP pupils in all core subjects, ranging in difference from 26% to 14%. However, this cohort has a high number of PP children who also have high SEN needs. When this is accounted for in data analysis, the statistical differences fall to 12% in reading and 0% in maths. There is no significant difference in GD results.</p>	<ul style="list-style-type: none"> Reading needs to be a focus for this cohort. Ensure strong SEN support is available for this cohort.



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		<p>Attendance: Pupil Premium 95.4% Non-PP 96.5%</p> <p>Persistent Absence: Pupil Premium 11.11% Non-PP 10.34%</p> <p>There is no significant difference in persistent absences between PP and Non PP children.</p> <p>Evaluation of the strategy</p> <p><u>Additional class teacher</u> to allow for smaller class size. £40,876.91</p> <p><u>Primary Reading Stars – Leicester City Football Club</u> £3000(Cost shared with Sports Premium)</p> <p><u>Additional Teacher:</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>Primary Reading Stars ran with identified year 5 children, both PP and Non PP. This was a weekly program which focused on reading skills as well as life skills and personal development. The EEF reports that effective feedback can have positive effects of up to +8 months and small group tuition can have an impact of +4 months. 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. The children selected for the Primary Reading Stars have low self-esteem and aspirations.</p>	<ul style="list-style-type: none"> Targeted SEN teaching and ongoing analysis of interventions to reduce statistical impact. Ensure intervention is carried out through logging children worked with, focus task and outcomes.
6	33 Children 50.7%	<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 if moderated, often by the Local Authority. These tests did not take place in 2020 due to the COVID 19 School Closure. These are the Teacher Assessments.</p> <p>Based on Teacher Assessments for Spring 2 pupils eligible for Pupil Premium have large statistical differences in attainment when compared to Non PP pupils in all</p>	<ul style="list-style-type: none"> Staff CPD on strategies for developing GD. Staff CPD aimed at addressing vocab deficit.



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		<p><u>Additional class teacher</u> to allow for smaller class size. £32,050.15</p> <p><u>Interventions teacher</u> to carry out small group or 1:1 intervention in RWM ; release of class teacher to carry out targeted interventions (£782.55)</p>	<p>core subjects, ranging in difference from 20%-27%. However, this cohort has a high number of PP children who also have high SEN needs. When this is accounted for in data analysis, the statistical differences only remain significant in maths (21%). In reading PP pupils achieve better when data is adjusted for SEN and there is no significant difference for writing.</p> <p>Attendance: Pupil Premium 94.3% Non-PP 96.9% Persistent Absence: Pupil Premium 15.15% Non-PP 6.45%</p> <p>There is a significant difference in persistent absences between PP and Non PP children.</p> <p>Evaluation of the strategy <u>Additional Class Teacher:</u> Additional class teacher and teaching assistant. Positive impact in raising attainment, at both ARE and GD and in closing the gap at ARE. Teachers were able to run in class intervention for targeted children based on class needs. Of the children having planned intervention with their class teacher, 36% were PP. Of those PP children targeted 100% were on track to attain ARE in their supported area.</p> <p><u>Interventions Teacher and Small Group Tuition:</u> Additional teacher to run targeted intervention was able to consistently run reading, writing, spelling and maths groups with targeted children. Teachers could be released to run 1:1 targeted intervention. The latest Spring 2 data from these efforts reflect, collectively: <u>Reading:</u> 4 children, 0% PP, 25% on track ARE <u>Writing:</u> 8 children, 75% PP, 62.3% on track ARE <u>Spelling:</u> 6 children, 50% PP, 16.3% on track ARE <u>Maths Group:</u> 17 children, 47% PP, 58.8% on track ARE</p>	<ul style="list-style-type: none"> • External CPD on spelling strategies to continue with 1:1 tuition • Additional teacher to reduce class sizes • Review of interventions carried out and timetabling and termly progress meetings with PP lead for intervention effectiveness.
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		<u>Two day Easter school</u> £0.00	<u>Two Day Easter School:</u> Cancelled due to Covid-19 school closures.	
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Review and evaluation of the impact of whole school strategies not already mentioned.

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
Nursery Nurse FT	39 children	£22,600.50	Assisted with raising nursery standards and ensure best start in schooling. Assessments show PP children are performing better or the same in all areas of literacy and mathematics than Non PP.	Good use of funding, providing best start to school from earliest opportunity.
Parental Engagement TLR	Whole School	£2173.00	Data prepared by TLR holder show that the number of incidents of parents involved in events in school up until lockdown on 20 th March 2020 was 985. Of these 105 involved parents in receipt of PP. Although it is difficult to compare data due to the nature of this academic year and the emergency situation new administration procedures were put into place allowing for recording of parental attendance more accurately. Some of the main events that attract high number of parents attending (summer fair, Art Show, Year 6 and	Good use of funding, all parental engagement has benefitted including PP children's.



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			Year 2 end of year performances, class assemblies) were not held due to lockdown.	
Mathletics Subscription	Whole School	£5361.73	This program has been used to set fortnightly maths homework. Pupil and parental engagement with the program has exceeded expectations. This has been a strong program to support children in home learning during the COVID lockdown.	Continue subscription. 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.
M&M Productions	Whole School	£2000.00	Provided 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.	Effective use of funding; high engagement and cultural experiences for cultural capital gain. Continue links with M&M productions for next year.
Loughborough Pantomime	Whole School	£3701.26	Provided once a year opportunity for pupils to access live performance which many are unable to do outside of school. Teachers report high levels of engagement amongst most pupils in post-performance discussions/activities.	Effective use of funding; high engagement and cultural experiences for cultural capital gain. Repeat again next year.
Breakfast Club	About 50 children normally, 2-4 during COVID	£2813.22	Children arrive at school punctually and are ready for the day's learning. They access supervised activities which aid in the development of social skills. Of the approximately 50 children who attend normally, approximately 20 are PP children. These children are also targeted PA children in conjunction with Walking Bus.	Positive impact on attendance pillar of EEF guidelines, therefore it is recommended that funding be continued.
Lego Play	6 year 6 children	£200.00 Cost £0.00 Spent	Was not run this year as a result of COVID school closures.	
After School Club	78 Children	£1,073.83	After School Club ran three days a week. Focus continued to be on developing reading skills. Pupils, including PP eligible pupils, took part	Positive outcomes for school wide reading focus. Children were able to



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			not only in reading focused activities but a large range of creative and artistic activities, such as painting, cooking, baking, dancing, etc. Providing creative space where they may not have other opportunities for it.	take part in many creative activities broadening their life experiences.
Residential	Year 2 and 4 (Year 6 cancelled due to COVID)	£3,308.41	Has shown greater levels of engagement, confidence, self-esteem and cooperation/social skills; While Year 2 and 4 had these experiences this academic year, the year 6 residential was cancelled due to COVID but in previous years had same positive impact. Enriched life experiences through range of activities provided.	Effective use of funding. Staff to be proactive in contacting PP families to ensure permission slips are returned.
Walking Bus	21 Children	£11,633.92	Walking bus had 3 routes this year to encourage timely school arrival and targeted children who had high persistent absence, including PP pupils. The school rigorously follows the accepted procedure for fining families with children who have persistent absences. Persistent absence has improved slightly this year for pupil premium pupils but increased very slightly overall (1.17%).	Positive outcome for targeted pupils and persistent absence of PP pupils. Continue funding, continue targeting PA and PA PP children.
Reading Eggs	Whole School	£4,662.64	This program has been used to set fortnightly reading homework and as an additional source of reading to school books. Pupil and parental engagement with the program has exceeded expectations. This has been a strong program to support children in home learning during the COVID lockdown.	Continue subscription. Effective use of funding. English leads to continue monitoring use of online maths by PP pupils. Identify children not accessing and provide opportunities within the school day for this.
Music Tuition	123 children	£10,018.48	Percentage of PP music students has moved from 51% to 43% due to steel pans year 4 cohort profile. Pupils have participated in music mornings and some were set to take various examinations. Perceived percentage drop due to change in profile of year 4 steel pans cohort from last year to this year. This year's steel pan cohort is 45.5% PP vs last year's steel pan cohort which was 55.5% PP. If 10%	Effective use of funding. Music Leads to investigate ways of gathering pupil and parent feedback and continue to target PP children for elective music lessons.



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			difference is attributed to data, current comparisons show 53% for this year's PP engagement.	
Swimming	Year 3 and 4	£4633.50	Pupils participate in regular swimming lessons – raising confidence and developing life-long skills.	Positive impact on pupils – continue with funding. Monitoring systems being developed to identify those who can swim given distances in preparation for achieving end of KS2 standard.
Curriculum Experiences	Whole School	£1,344.45	Increased engagement through first hand, practical experiences. Implementation of new foundation 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.	Good use of funding, filling the cultural capital gap and providing varies experiences for all children.
Cool Milk	FSM Children	£3568.00	Daily free milk for FSM pupils.	Daily free milk, continue funding.
CGP Booklets	Whole School (excluding EYFS)	£2,279.60	Initially used as 10 minute focused tasks for homework. During COVID lockdown also used as additional homework / home learning resource aimed specifically at raising independence skills and application skills of targeted areas in all year groups.	Continue funding. Positive outcome recorded by most staff, targeting correct areas for academic improvement.
Student Rewards	Whole School	£275.41	Used as an incentive for various areas of the curriculum and attendance accomplishments.	Continue funding.

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

- Pupil premium eligible children are doing well in KS1 will little difference in their attainment within core subjects (reading, writing and maths).
- As children transition into KS2 there are more significant statistical differences in attainment of ARE and GD throughout the core subjects.



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Summary of Proposed Actions for the 2020/21

- Ensure strategies are in place to combat effects of COVID school closures in all year groups, especially where data indicates there are already large discrepancies between PP and non PP attainment.
- Continue to raise attainment for PP pupils in all year groups, especially KS2.
- Whole school CPD focused on development of greater depth (GD).
- Target progress and attainment of PP pupils through half-termly meetings with PP Lead.
- Continue language intervention in Reception.
- Use of intervention teachers to raise attainment in years: Create proforma to help intervention teachers track their work in order to see full impact; have termly meeting between PP lead and intervention staff to check in.
- Accelerate progress of KS2 PP pupils in Reading.
- Continue to broaden life experiences.
- Continue to deepen language development through vocabulary and spelling initiatives.
- Continue developing wide breadth foundation curriculum

Strategy for 2020-21

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 2020-21	
Academy	Forest Lodge Academy
Pupil Premium Leader	Ivana Danon



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Academic Year	2020	Total PP budget	£332,215.00	Date of most recent PP Review	July 2020
Total number of pupils	617	Number of pupils eligible for PP	246	Date for next internal review of this strategy	September 2021

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc)</i>	External barriers <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
Lack of vocabulary depth and breadth	Wider cultural life-experiences/opportunities
Aspirations of potential higher achievers	Attendance (below 95% for PP children in all year groups, with exception of Y3 and 5)
Whole school reading attainment focus	Higher levels of persistent absenteeism
Work from home support during school closures	School Closure due to COVID-19

	<p>3. Implementation and/or Impact of the curriculum – separate for each year group as each cohort has its own profile and needs. This could include training to improve the implementation of the curriculum, strategies to engage pupils in specific curriculum areas or interventions to raise attainment in core subjects.</p>
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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?
<i>Year Group</i>	<i>What do you want to achieve and how they will be measured</i>	<i>Success criteria</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Provide simple breakdown of proportionate or full costs.</i>
Nursery (if applicable and Early Years Foundation Stage Pupil Premium has been identified)	FT Nursery Nurse to assist with raising nursery standards and ensure best start in schooling.	Target: 70% of PP children to meet ARE by the end of Summer 2. Increase of 6% from alst year.	FT Nursery Nurse to to assist with learning, progress and attainment for youngest pupils.	The EEF has found that high quality interventions in Early Years has positive benefits, +5 months. 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. All this is made possible with an additional TA who on their own can add +1 months.	Datat analysis each term. PP conferencing.	£22,021.00 FT Agency Fee.
Year R	Maternity Leave Interventions Teacher (split with Year 1) Nuffield Early Language Intervention	Raise attainment of recpetion children in reading (their lowest attainment area).	Intervention to target PP low performing readers. Intervention to be monitored using new format by PP lead with termly conferencing to	The EEF has found that high quality interventions in Early Years has positive benefits, +5 months. 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	Early Years Foundation Stage Leader to analyse data each half term. PP lead to conference	Interventions Teacher: £31,590.00 Total cost (shared with Year 1)



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	<p>Early Years Consumables/ Outdoor Resources</p> <p>Additional Teacher to split into 3 classes.</p> <p>EYPP Fund</p>	<p>Target: 75% of PP children to reach ARE (increase of 6% from last year)</p>	<p>review progress and strategies.</p> <p>Extra resources for engaging and motivating pupils in the outdoors, sand, food, new equipment.</p> <p>Fund used on resources/ intervention materials.</p>	<p>tuition +4 months. In addition, mastery learning has a positive effect of +5 months.</p>	<p>with intervention teacher with new proforma.</p>	<p>Nuffield Language Intervention: £0.00 (all training and resources already purchased in previous year) £2000.00 (consumable and outdoor resources)</p> <p>£22,296.00 (additional teacher)</p> <p>£4000.00 Fund</p>
Year 1	<p>Maternity Leave Interventions Teacher (split with Reception)</p>	<p>Increase attainment in Reading and Writing. Target: 75% PP children in Reading and 70% in writing at 1EXP</p>	<p>Intervention to target PP low performing readers and writers, including phonics as a strategy. Intervention to be monitored using new format by PP</p>	<p>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.</p>	<p>Termly data analysis conferenced with PP lead using new proforma.</p> <p>Termly class analysis by teachers.</p>	<p>Interventions Teacher: £31,590.00 Total cost (shared with Reception)</p>



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			lead with termly conferencing to review progress and strategies.		Phonics screening mock test results gathered and analysed.	
Year 2	Interventions teacher, 4 days a week.	Raise standards by intervening with small groups of pupils in English and Math using past data. Target: 70% of PP children to reach ARE in reading and writing. 80% of PP to reach ARE in maths.	Intervention to be carried out 4 days a week with groups of underperforming pupils with focused tasks identified by cohort teachers. Intervention to be monitored using new format by PP lead with termly conferencing to review progress and strategies.	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 analysis conferenced with PP lead using new proforma. Termly class analysis by teachers.	£24,738.00 – 3 ½ days a week.
Year 3	PP Award, Prince William Award Replacement –	Raise confidence and social/emotional skills of	Seeking new provider. Program aimed to deliver activities	EEF research indicates that outdoor adventure learning providing for collaborative learning experiences		£10,000.00 Put aside for new provider program.



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	Provider to Be Confirmed	vulnerable PP children.	aimed at SEMC skills and teamwork.	together with setting clear goals and developing aspirations can have positive benefits on academic learning and non-cognitive outcomes such as self-confidence.		
Year 4	Additional Teaching assistant, shared with Year 3. Raise attainment of PP children in R and W. Support SEMC needs of the cohort.	Class support, enable each class in this cohort to have a TA. Target: 80% PP at ARE, 75% PP at ARE for writing. (When adjusted for SEN not working on cohort curriculum)	Additional TA to allow for in class focus groups and smaller groups for greater impact. Additional TA to run additional intervention for identified students.	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. All this is made possible with an additional TA who on their own can add +1 months.	Termly data analysis conferenced with PP lead using new proforma. Termly class analysis by teachers.	No PP funding required.
Year 5	Testbase Subscription. Our Best Book	Aids teaching and gap analysis in Years 5/6. Targets: 70% of PP will reach ARE in reading and writing and 75% of PP will	Gap analysis to assist in targeted teaching in order to raise attainment. Children receive top 10 set of books for love of reading.	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. EEF research indicates that outdoor adventure learning providing for collaborative learning experiences	Termly data analysis conferenced with PP lead using new proforma.	£200.00 (Testbase, shared with year 6)



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	Primary Reading Stars	reach ARE in maths.	Program to focus on underperforming PP children in reading and boost skills and confidence.	together with setting clear goals and developing aspirations can have positive benefits on academic learning and non-cognitive outcomes such as self-confidence. The children selected for the Primary Reading Stars have low self-esteem and aspirations.	Termly class analysis by teachers.	£600.00 (Our Best Book, shared with year 6) £3000.00 (Primary Reading Stars)
Year 6	Additional teacher for smaller class sizes. Additional TA, to run interventions (part time teacher) 1:1 Tuition	Additional staffing and resources to raise attainment of PP children in R, W and M. Target: 70% of PP children with achieve ARE in reading and writing and 80% in maths.	Additional teacher to be able to provide extra support and more focused teaching with smaller class size. Additional TA to allow for in class focus groups and smaller groups for greater impact. Additional TA to run additional intervention for identified students. Additional 1:1 tuition to target	The EEF has found that high quality interventions in Early Years has positive benefits, +5 months. 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. All this is made possible with an additional TA who on their own can add +1 months. The EEF has found that 1:1 tuition can have +5 month progress effect.	Termly data analysis of intervention Conferenced with PP lead using new proforma. Termly class analysis by teachers.	£39,701.00 teacher salary. £16,196.00 Part Time Teacher £600.00 - 1:1 Tuition



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	Testbase Subscription		the lowest attaining PP students.			£200.00 (testbase, shared with year5)
	Our Best Book		Gap analysis to assist in targeted teaching in order to raise attainment. Children receive top 10 set of books for love of reading.			£600.00 (Best Book, shared with year 5)

Whole School Initiatives/the wider curriculum	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
Continue developing parental engagement to further child's learning and reduce external barriers to learning.	Parental TLR Leadership	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. PP engagement is monitored and identified for continued focus .Research by the EEF has shown that parental engagement can have an impact of +3 months.	TLR holder to continue monitoring and promoting parental engagement events and monitor PP engagement.	£2173.00



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<p>Ensure increased pastoral care post COVID schooling and provide support for vulnerable families/pupils.</p>	<p>Behaviour and Learning Mentor</p>	<p>Mentor to focus on emotional wellbeing and nurture needs post COVID school closures. To act as FSW 1-1 with groups set up and timetabled based on need distribution. To be identified when school reconvenes.</p>	<p>Mentor to evaluate progress of pupils they are working with and provide brief report termly to PP lead.</p>	<p>£22,240.00</p>
<p>Continue to raise attainment through engaging and accessible activities</p>	<p>Mathletics Subscription. Reading Eggs subscription</p>	<p>Children to have engaging home learning tool to develop maths understanding and applications. Personalization possible through homework tasks for gap analysis tool for teachers and intervention work. Research by the EEF has shown that the use of digital technology can impact on learning by up to +4 months. 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 that Reading Comprehension strategies can raise attainment by +6 months.</p>	<p>Reports from the maths and English lead on how any children are accessing resource.</p>	<p>£2680.00 mathletics £2625.00 Reading Eggs</p>
<p>Children to gain valuable experiences that may otherwise be missed in order to raise cultural capital.</p>	<p>PP Enrichment Experiences (M+M productions, pantomime, workshops) Residential (year 2,4 and 6)</p>	<p>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</p>	<p>Engagement in related tasks post-experiences. Pupil surveys.</p>	<p>£20,000.00 Enrichment pot</p>



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	<p>Music Tuition (year 4)</p> <p>Swimming (Year 3,4 and 6)</p> <p>Trips and Visits</p> <p>Mini Bus</p>	<p>In addition, these experiences make a contribution to pupil's self-confidence, self-esteem and attitudes to learning</p>	<p>Report from music leads.</p> <p>Reports from PE leads. Year 6 swimming results.</p>	<p>£10,500.00 residential subsidy.</p> <p><u>£14,395.51</u> Music Tuition</p> <p>£5000.00 Swimming</p> <p>£10,200.00 Trips and Visits</p> <p>£1500.00 Mini Bus</p>
<p>Continue to raise attendance and diminish persistent absenteeism</p>	<p>Breakfast Club (magic breakfast, free to all PP pupils)</p> <p>Walking Bus</p> <p>Rewards and Incentives</p>	<p>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.</p>	<p>Half termly reports from Assistant Head to SLT.</p>	<p>£4500.00 Magic Breakfast</p> <p>£6270.00 walking bus</p> <p>£800.00 rewards and incentives</p>
<p>Ensure PP eligible pupils receive daily milk.</p>	<p>Cool Milk for eligible pupils</p>	<p>All eligible pupils to receive milk daily.</p>	<p>N/A</p>	<p>\$6040.00</p>
<p>Raise attainment of all PP pupils in R, W and M.</p>	<p>CGP Homework Books</p>	<p>EEF reports that schools where pupils do homework are more successful and can raise attainment, especially if targeted and administrated in short bursts. EEF reports this can add up to +2 months' progress.</p>	<p>Homework monitoring to be done by class teachers.</p>	<p>\$4000.00 CGP books</p>



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	Sensory Room		Engagement increase after sensory experience.	£1500.00 Sensory Room
Ensure teacher time is spent wisely, raising attainment of PP pupils.	Twinkle Subscription	Teachers to spend additional time with PP pupils with more effective and personalised tasks through accessibility to wide range of pre made materials to use. TA's to have more impact in interventions through accessibilities to wide range of targeted resources.	Attainment increases for PP pupils.	£2336.00
Provide engaging, real life links for children.	First News Subscription Votes For School	Newspaper reading resource and links to PSHE curriculum through votes for schools, hitting variety of learning styles with EEF reports can add up to +2 months' progress.	Engagement in reading and real life awareness.	£479.00 First News £500.00 Votes for School
Provide mastery learning foundation curriculum experiences.	New Curriculum Resources	Provide resources for foundation subjects in order to deliver mastery learning curriculum which EEF reports can add +5 months' progress.	Engagement in foundation subjects.	£2000.00
Ensure rigorous monitoring of PP strategy to raise attainment of PP pupils	8 days out, PP leader	Monitoring of the Pupil Premium Strategy will ensure all planned for steps are being acted on and progress of PP students in being monitored regularly.	Termly conferences with class teachers. Termly conferences with intervention teachers to review new proforma.	£1480.00
Total Allocated				£332,215.00



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	Total Planned Spending:	£316,417.51
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Date: Friday 19th June 2020

Pupil Premium Leader: J. Danon