

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Forest Lodge Academy
Number of pupils in school	569 (R- Yr.6) 600 (including Nursery)
Proportion (%) of pupil premium eligible pupils	47.45% (45.16% including Nursery)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Claire Caldwell Head teacher
Pupil premium lead	Ivana Danon Pupil Premium Lead
Governor / Trustee lead	Dan Derricott Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£360,460.00 (Plus additional £5400.00 for EYPPF)
Recovery premium funding allocation this academic year	£39,005.00
Internal Led Tutoring funding allocation this academic year	£39,420.00 (including 25% school top up)
Pupil premium funding carried forward from previous years	£ 24,199.15
Total budget for this academic year Note: Our school does not pool funding.	£ 468,484.15

Part A: Pupil premium strategy plan

Statement of intent

Our vision at Forest Lodge Academy is that through high quality teaching and education, all our students will make good progress and achieve across all subjects, regardless of their backgrounds or challenges. This focus on high quality first teaching ensures the best chance of success for our disadvantaged pupils as well as our non-disadvantaged pupils. The intent of our pupil premium strategy is to support disadvantaged pupils to achieve their best and fulfil their potential, including progress for those who are already high attainers. We intend to continue providing high quality initiatives which help combat against the impacts of COVID throughout the last few years, for all students including our disadvantaged. We intend to achieve these goals through high quality first teaching, which inspires, engages and motivates all pupils to achieve their best outcomes and become responsible and engaged citizens within our community.

While our school has a higher than average pupil premium profile, our robust planning for allocated funds covers a range of important skills which we know our pupils need in order to succeed now and in the future. These include programs which are not solely academic, but combat a wide variety of challenges and needs which our pupils may face, including their social/emotional and mental wellbeing needs. Each initiative included in our strategy has been carefully selected to have the maximum impact for our pupils based on their experiences, and in some cases, the experiences they have missed.

Our pupil premium spending is linked to our whole school priorities and initiatives in order to ensure all pupils thrive in our school environment. These are referred to in our Academy Improvement Plan, which share priorities of core subject achievement as well as a focus on the wider curriculum and life experiences. While our strategy directly addresses the needs of our disadvantaged pupils, many initiatives within our strategy benefit all pupils in school.

Our strategy is integrated to our wider school plans for education recovery, particularly in its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge – Linked to our AIP priorities
1	Whole school reading, writing and maths attainment
2	Aspirations of potential higher achievers (greater depth)
3	Parental engagement with out of school learning, including impact of home support during school closures
4	Low levels of communication and language on entry
5	Lack of vocabulary depth and breadth
6	Wider cultural life-experiences/opportunities
7	Attendance

Intended outcomes – Corresponding to the challenges above

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Closing the gap between pupil premium pupils and non -pupil premium pupils in reading, writing and maths in KS1 and KS2.	The percentage of pupil premium pupils reading, writing and maths attaining ARE or above will improve, resulting in a smaller gap between the attainment of pupil premium and non -pupil premium pupils.
Achieve phonics testing results in line with the national average.	Year 1 pupil premium pupils will reach at least national average in their phonics screening checks in June.
Ensure all learners are supported and challenged.	Pupil premium pupils who are higher achievers remain so and additional pupils aspire and succeed in reaching this goal.
Strengthen parental engagement within the school community.	Increase opportunities and take up of parental engagement opportunities.

Intervene early to combat low language and communication skills.	Our youngest pupils will improve language skills in readiness for year 1.
Intervene and provide opportunities to develop vocabulary.	Pupils will increase their depth and breadth of vocabulary through additional reading and life experiences.
Provide opportunities for real life, cultural capital building experiences to stimulate learning.	Pupils will experience and be able to draw upon a wide range of life experiences, which we have implemented which will have an impact of their aspirations and academic applications.
Improve attendance of pupil premium children.	Attendance of pupil premium children will be in line with national expectations (95%).

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £170,653.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Reception Outcomes</u></p> <p>1 teacher and 1 TA in reception to allow for smaller class sizes and an increase of adult intervention.</p>	<p>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.</p> <p>NFER evidence shows that meeting individual learning needs of children is associated with their development and academic progress.</p>	<p>1 2 3 4 5 6</p>
<p><u>Additional MPS teacher</u></p> <p>To cover class teachers as they carry out targeted and tailored interventions.</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>NFER evidence shows that meeting individual learning needs of children is associated with their development and academic progress.</p>	<p>1 2 4 5</p>
<p><u>Teaching Resources</u></p> <p>Provide teaching and support staff with hub of varied, high quality</p>	<p>Providing banks of high quality resources for pupils, teachers and additional staff to access increases the time available to spend on ensuring high quality first teaching.</p>	<p>1 2 4 5 6</p>

resources through subscriptions (Twinkl, Votes for Schools, Our Best Book, First News)	Many of these subscriptions are learning resources and are accessed by pupils directly, targeting areas such as reading, vocabulary and world knowledge, as well as prompts and scaffolds.	
<u>LKS2 Reading, Writing and maths</u> 2 additional teachers to cover classes while class teachers offer personalised, targeted support across KS1 and KS2.	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. NFER evidence shows that meeting individual learning needs of children is associated with their development and academic progress.	1 2 4 5 6
<u>Phonics scheme</u> Including resources tailored to the needs of the pupils.	The EEF reports that effective phonics teaching can add up to + 4 months progress.	1 2 4 5

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

Budgeted cost: £ 104,193.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Targeted Homework including online packages</u> Books and online portals providing engaging targeted support and skill practice within homework set. (Example: Reading Eggs, Mathletics, Spelling Shed)	The EEF reports that effective feedback can have positive effects of up to +8 months and targeted homework can have positive effects of +5 months.	1 2 3 4 5 6

<p><u>Upper KS2 Reading</u></p> <p>Primary Reading Stars program run by Leicester Community Trust Football Club to engage and motivate disadvantaged reluctant readers.</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.</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. The children selected for the Primary Reading Stars have low self-esteem and aspirations.</p>	<p>1 2 3 4 5 6 7</p>
<p><u>Early Years Reading</u></p> <p>Support for Nursery focused on reading and writing, including interventions, early phonics and NELI.</p>	<p>The EEF has found that high quality interventions in Early Years has positive benefits, +5 months.</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>NFER evidence shows that meeting individual learning needs of children is associated with their development and academic progress.</p>	<p>1 2 4 5 6</p>
<p><u>Early Reading</u></p> <p>2 additional TAs for targeted reading and phonics support across KS1 and KS2.</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>NFER evidence shows that meeting individual learning needs of children is associated with their development and academic progress.</p>	<p>1 2 4 5 6</p>
<p><u>2 Additional Teaching Assistants</u></p> <p>Small group and class support, intervention</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</p>	<p>1 2 4 5 6</p>

and in the moment feedback.	months and mastery learning +5 months. NFER evidence shows that meeting individual learning needs of children is associated with their development and academic progress.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £139,009.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>EYPP</u></p> <p>Variety of support such as resources and adult support to target early year's skills and underpin life experiences in readiness for transition to Year 1.</p> <p>Including fine and gross motor skill development, communication and language groups.</p>	<p>The EEF has found that high quality interventions in Early Years has positive benefits, +5 months.</p>	<p>1 2 3 4 5 6 7</p>
<p><u>Mental Health</u></p> <p>Targeted support for mental health of pupils through trained Mental Health First Aiders providing 1:1 sessions.</p>	<p>Mental Health and Wellbeing has been heavily featured in the OFSTED handbook as an important area of focus.</p> <p>The EEF has found that social emotional learning has positive benefits of +4 months and parental engagement has positive benefits of + 4 months as well.</p> <p>Pro Bono Economics notes that improving the mental health of young people makes an immediate difference as well as potentially improving their life chances.</p> <p>We currently have 14 pupil premium pupils accessing this service.</p>	<p>Underpins all.</p>

<p><u>Cultural Capital and Real Life Experiences</u></p> <p>Provide cultural capital building, life experiences to bridge general knowledge gaps through live performances, exhibitions, visitors, specialist workshops, trips, residential, specialist music provision, sensory room, Forest School , Warning Zone etc.</p>	<p>Increasing cultural capital has been heavily featured in the OFSTED handbook as an important area of focus.</p> <p>Areas include arts education (+3 months progress) and physical activity (+1 months progress from the EEF toolkit.</p> <p>The EEF also states that enrichment opportunities have the most impact when related to learning in the curriculum.</p> <p>CEA curriculum planning and design website states that participation in enrichment activities can improve physical wellbeing, mental wellbeing and attendance.</p> <p>Initiatives funded allow for disadvantaged pupils to have equal access to experiences and activities they may otherwise not be able to enjoy and learn from, thereby having a positive effect on their cultural capital.</p>	<p>1 2 3 4 5 6 7</p>
<p><u>Swimming, Life Skills</u></p> <p>Develop life skills of swimming in years 3, 4, 5 and 6</p>	<p>We are required to provide swimming lessons to all pupils. This covers a subsidy due to low take up.</p> <p>Due to low uptake of swimming skills taught outside of school, children have additional swim tuition to ensure safety in the water.</p> <p>CEA curriculum planning and design website states that participation in physical enrichment activities can improve physical wellbeing, mental wellbeing and attendance.</p> <p>Due to the impact of COVID-19 on swimming lessons in and out of school, we are extending tuition to year groups who have been affected.</p>	<p>6 7</p>
<p><u>Nutrition</u></p>	<p>Ensuring all FSM pupils have access to Cool milk program.</p>	<p>Underpins all.</p>

Ensure access to nutritious school milk for FSM pupils.		
<u>Personal Development</u> Provide opportunities for personal development and skill development (including reading development, computing skills and cookery) through subsidy for after school club.	The EEF shows that social/emotional learning can have a positive impact of +4 months. CEA curriculum planning and design website states that participation in enrichment activities can improve physical wellbeing, mental wellbeing and attendance. Additional reading tuition.	1 2 4 5 6
<u>Attendance/ Readiness</u> Ensure school readiness and attendance target through subsidy for breakfast club and magic breakfast. Targeting pupil premium pupils and persistent absentees.	EEF identifies attendance as one of the pillars to an effective pupil premium strategy.	3 4 5 7
<u>Attendance Improvement</u> Attendance related awards and incentives for improvement.	EEF identifies attendance as one of the pillars to an effective pupil premium strategy.	7
<u>Monitoring</u> Effective and in depth monitoring of pupil premium children in each term. Including professional dialogues termly with all class teachers, monitoring of sessions, data analysis and research awareness.	Pupil premium lead to have designated time to ensure accurate and effective implementation of the pupil premium strategy.	1 2 4 5 7

Total budgeted cost: £ 413,855.28

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

<u>Desired Outcomes 2020-2021</u>	<u>Impact</u>
Close the ARE attainment gap in reading, writing and maths between pupil premium and non-pupil premium pupils.	While COVID closures have had an impact on the attainment nationally, throughout the academic year our pupil premium pupils have made good progress. Their attainment improved by 3.2% in reading, 4.5% in writing and 6% in maths. The majority of pupil premium pupils have regained their original flightpaths from that academic year. They now require continued support to meet new targets set.
Close the GD attainment gap in reading, writing and maths between pupil premium and non-pupil premium pupils.	Pupil premium pupils working at greater depth levels have increased throughout the year by 5.5% in reading, 7.8% in writing and 3.3% in maths.
Increase communication, language and vocabulary depth on entry.	We have used NELI in our reception classes through which 100% of targeted pupils made progress and some achieved the ELG in Listening & Attention and Speaking and Understanding.
Support pupil premium pupils while working from home during COVID closures.	<p>During school lockdowns all pupils were called at least once weekly to maintain positive teacher-parent/carer relationships and offer individualised learning support. Pupils were asked about access to equipment which allowed them to participate in online learning.</p> <p>83 pupil premium pupils received a school laptop on loan in order to access online learning, 30% of our total pupil premium profile.</p> <p>This was in addition to the government scheme.</p>
Increase parental engagement with out of school learning.	During school lockdowns all pupils were called at least once weekly to maintain positive

	<p>teacher-parent/carer relationships and offer individualised learning support.</p> <p>In school opportunities were affected by COVID restrictions, however this was overcome by using virtual platforms when necessary.</p>
Increase opportunities for wider, cultural capital experiences for pupils to aspire to.	All classes had access to a curriculum linked workshop/ experience/visitor in the summer term when COVID restrictions allowed.
Ensure attendance of pupil premium pupils are in line with national figures.	Pupil premium attendance last year was 93.1%, compared to DFE pupil premium national attendance figures from Autumn term of 92.6%.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
LCFC Reading Stars	Leicester City Football Club
Reading Eggs	3P Learning
Mathletics	3P Learning
Votes for Schools	
Our Best Book Subscription	Leicester City Council
First News	
Spelling Shed	Ed Shed
Literacy Shed	Ed Shed