

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	560(R- Yr.6) 591 (including Nursery)
Proportion (%) of pupil premium eligible pupils	45.2%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
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	£362,870.00
Recovery premium funding allocation this academic year	£36,395.00
Internal Led Tutoring funding allocation this academic year	£42,120.00 (including school contributions)
Pupil premium funding carried forward from previous years	n/a
Total budget for this academic year Note: Our school does not pool funding.	£441,385.00

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. As a part of this program we will continue to run our Covid Catch Up and School Led Tutoring initiatives. 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 as well as language deficits and lack of cultural experiences. Each initiative included in our strategy has been carefully selected to have the maximum impact for our pupils based on the recommendations by the EEF, pupils' 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 through the pandemic, 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 and school initiatives.
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 attaining ARE or above in reading, writing and maths 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 be in line with national average at their phonics screening checks in June.
Ensure all learners are supported and challenged.	Pupil premium pupils who are higher attainers remain on their flight path and additional pupils aspire and succeed in reaching GD figures.
Strengthen parental engagement within the school community.	Increase opportunities and take up of parental engagement opportunities through increased participation. Promote parental engagement with school learning links (i.e. Reading at home, workshops).

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

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: £152,991.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Reception Outcomes</u> 1 teacher and 1 TA in reception to allow for smaller class sizes and an increase of adult intervention.	<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>	1 2 3 4 5 6
<u>Teaching Resources</u> Provide teaching and support staff with hub of varied, high quality resources through subscriptions (Twinkl, Votes for Schools, Our Best Book, First News, mathletics, Testbase, Literacy Shed, SPAG, Kapow, Charanga)	<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>Many of these subscriptions are learning resources and are accessed my pupils directly, targeting areas such as reading, vocabulary and world knowledge, as well as prompts and scaffolds.</p>	1 2 4 5 6

<u>LKS2 Reading, Writing and maths</u> 2 additional teachers to cover classes while class teachers offer personalised, targeted support across KS1 and KS2 through catch up recovery.	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 additional resources for our Little Wandle scheme.	The EEF reports that effective phonics teaching can add up to + 4 months progress.	1 2 4 5

Targeted academic support

Budgeted cost: £91,473.00

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, Times Tables Rockstars, CGP books)	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
<u>Upper KS2 Reading</u> Primary Reading Stars program run by Leicester Community Trust Football Club to engage and motivate disadvantaged reluctant readers.	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. 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-	1 2 3 4 5 6 7

	confidence. The children selected for the Primary Reading Stars program have low self-esteem and aspirations.	
<u>Early Years Reading</u> Support for Nursery focused on reading and writing, including interventions, early phonics and NELI.	The EEF has found that high quality interventions in Early Years has positive benefits, +5 months. 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>Early Reading</u> 2 additional TAs for targeted reading and phonics (x1 KS1 and x 1xKS2)	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>1 Additional Teaching Assistant (KS2 class based)</u> Small group and class support, intervention and in the moment feedback.	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

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £197,155.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>EYPP</u> 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. Including fine and gross motor skill development, communication and language groups.	The EEF has found that high quality interventions in Early Years has positive benefits, +5 months.	1 2 3 4 5 6 7
<u>Mental Health</u> Targeted support for mental health of pupils through trained Mental Health First Aiders providing 1:1 sessions.	Mental Health and Wellbeing has been heavily featured in the DFE government plans as an essential area of focus. 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. Pro Bono Economics notes that improving the mental health of young people makes an immediate difference as well as potentially improving their life chances. We currently have 14 pupil premium pupils accessing this service.	Underpins all.
<u>Cultural Capital and Real Life Experiences</u> Provide cultural capital building, life experiences to bridge general knowledge gaps through live performances, exhibitions, visitors,	Increasing cultural capital has been heavily featured in government guidance as an important area of focus. Areas include arts education (+3 months progress) and physical activity (+1 months progress from the EEF toolkit. The EEF also states that enrichment opportunities have the most impact	1 2 3 4 5 6 7

<p>specialist workshops, trips, residential, specialist music provision, sensory room, Forest School , Warning Zone, additional resources for new curriculum, Happy Lunchtimes, PE sports coach running clubs etc.</p>	<p>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><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 and in order for them to be able to swim for 25 meters.</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>Ensure access to nutritious school milk for FSM pupils.</p>	<p>Ensuring all FSM pupils have access to Cool milk program.</p>	<p>Underpins all.</p>
<p><u>Pupil/Family Support Services & Initiatives</u></p> <p>Services provided by the school that provide our pupils, and vulnerable parents/carers/ families</p>	<p>The EEF's toolkit and research identifies parental support/ engagement as a crucial element to success.</p> <p>Effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	<p>Underpins all.</p>

with varied supports (including behaviour mentor)		
<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, Enterprise/ Reaching out Week.	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

Total budgeted cost: £441,620.14

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

<u>Desired Outcomes 2021-2022</u>	<u>Impact</u>
Close the ARE attainment gap in reading, writing and maths between pupil premium and non-pupil premium pupils.	There has been an overall, combined increase of +6% of pupil premium pupils achieving ARE, from our data analysis. Reading has increased by +5.5%, writing by +7.5% and maths by +5% throughout the year for pupil premium pupils.
Close the GD attainment gap in reading, writing and maths between pupil premium and non-pupil premium pupils, ensuring previous GD attainers recover their flightpath.	Pupil premium pupils performing at a greater depth assessed level has increased in all core subjects. It has increased by +3.2% in reading, +2% in writing and +1.2% in maths.
Increase communication, language and vocabulary depth on entry.	We have used NELI in our reception classes through which targeted pupils made progress and some achieved the ELG in Listening & Attention and Speaking and Understanding.
Achieve phonics testing results in line with the national average.	This year's phonics result show that 70% of our pupil premium pupils passed their phonics-screening test (32-pass mark threshold).
Increase parental engagement with out of school learning.	As covid restrictions eased we have welcomed parents back into school. In the Summer Term we resumed our parental engagement class programme resulting in a high number of parents in school and in classes across the school at least twice each half term (one wider curriculum based and one core curriculum based). Parents also shared our Queen's Platinum Jubilee celebrations with a special event in each class. Special mention assemblies resumed resulting in further parental engagement. Data is being collated in order to form a baseline, which will be comparable in the new school year.

Increase opportunities for wider, cultural capital experiences for pupils to aspire to.	All pupils have had a minimum of 1 high quality specialist workshops this year with links to their year group's curriculum. They have also all accessed a trip out from school to enhance life experiences and out of school learning opportunities. Some trips have been linked to curriculum areas.
Ensure attendance of pupil premium pupils are in line with national figures.	Pupil premium attendance this year was 92.3%, with national at 93%, indicating that PP pupils are broadly in line with NPP pupils as well as national figures.

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