

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	254
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Claire Caldwell Head teacher
Pupil premium lead	Ivana Danon
Governor / Trustee lead	Karen Cane Chair of Governors

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£405,520.00
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£405,520.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our vision at Forest Lodge Academy is that through weaving quality teaching with real life experiences, all our students will make good progress and achieve across all subjects, regardless of their backgrounds or the barriers they may face. We deliver this through creative, active and engagement led learning, understanding that for our pupils, these strategies make education enjoyable and memorable. Our school works as a unique family, working together to be our best and to provide the best possible education.

At Forest Lodge Academy we believe that through outstanding leadership we can provide the highest quality education to enable every pupil to realise their full potential. We work towards this vision through instilling our principles of lead, empower, achieve and drive in both staff and pupils.

Our focus on high quality teaching and learning that ensures the best chance of success for our disadvantaged pupils as well as our non-disadvantaged pupils. We achieve this through identifying barriers as well as having clear success criteria for our desired outcomes. We ensure strategies are robustly planned for, implemented and monitored in order to ensure our impact is having the effect we would expect. We pair this with strong CPD offer to all staff, which allows our strategies to continue to have maximum impact.

While our school has a higher than average pupil premium profile, our robust planning for allocated funds covers a range of important strategies, tools and resources, which we know our pupils need in order to succeed now and in the future. These include programs that are not solely academic, but combat a wide variety of challenges and needs that our pupils may face, including their social/emotional, life skills, mental wellbeing needs as well as language deficits and lack of cultural capital 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, as well as other bodies of research.

Our pupil premium spending is linked to our whole school priorities in order to ensure all pupils thrive in our school environment. These are referred to in our Academy Improvement Plan, which encompass priorities of all 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.

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.
3	Parental engagement with out of school learning and school initiatives.
4	Low levels of communication and language on entry. Lack of vocabulary depth and breadth.
5	Wider cultural life-experiences/opportunities.
6	Attendance.
7	High proportion of SEND pupil premium pupils.
8	Retention of key knowledge across the curriculum.

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 reduced gap between the attainments of pupil premium and non -pupil premium pupils.
Achieve phonics testing results in line with the national average.	Year 1 pupil premium pupils will achieve the 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 join this flightpath throughout the year attaining higher GD outcomes.
Strengthen parental engagement within the school community.	Increase opportunities and take up of parental engagement opportunities through increased participation in school events. Promote parental engagement with school learning links (i.e. reading at home, workshops, curriculum open afternoon events).
Intervene early to combat low language and communication skills.	Our youngest pupils will improve language, vocabulary and oracy skills in readiness for

	year 1. Oracy will continue to play a central role across the curriculum up to Year 6.
Intervene and provide opportunities to develop vocabulary.	Pupils will increase their depth and breadth of subject specific vocabulary through additional reading focus and vocabulary displays and daily reinforcement in all subjects.
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 that will have impact of their aspirations and academic applications.
Improve attendance of pupil premium children.	Attendance of pupil premium children will have improved and the gap reduced between disadvantaged and non-disadvantaged pupils.
Ensure SEND pupils are identified early and the correct supports are put into place in order for those pupils to achieve to their full potential.	SEND pupil premium are identified and their progress/attainment in data across core and foundation subjects will improve, resulting in the gap between NPP and PP SEND pupils closing.
Improve the retention of key knowledge across the curriculum through the development of targeted retention strategies.	Pupils will be able to recall the key information from lessons across the curriculum, knowing more and remembering more.

Activity in this academic year (2024-2025)

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: £181,714.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Reception Outcomes</u></p> <p>1 FT teacher and 1 FT TA in reception to allow for targeted support including vocabulary and oracy, and additional early reading interventions.</p>	<p>The EEF has found that high quality interventions in Early Years has positive benefits, +5 months and individualised instruction +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. TA interventions are also shown to find +4 months progress.</p> <p>NFER evidence shows that meeting individual learning needs of children is associated with their development and academic progress.</p>	1,2,4,7,8
<p><u>KS1 Outcomes</u></p> <p>1 FT TA to allow for smaller class sizes, additional support, more frequent feedback and 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 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>	1,2,4,7,8
<p><u>KS2 Outcomes</u></p> <p>2 FT TAs and 1 PT teacher for additional support to allow for targeted interventions, high quality feedback and additional focus groups.</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>	1,2,4,7,8

<p><u>Teaching Resources</u></p> <p>Provide teaching and support staff with a bank of varied, high quality resources through subscriptions (Twinkl, Charanga, Literacy Shed, Maths Circle, Sumdog, Test Base, Votes For Schools).</p> <p>Many platforms are also in place for engagement purposes and offer teachers feedback on learning and progression.</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, reducing workload and improving wellbeing.</p> <p>Many of these subscriptions are learning resources and are accessed by pupils directly as educational platforms, targeting areas such as reading, vocabulary and world knowledge, as well as prompts and scaffolds.</p>	<p>1,2,4,7,8</p>
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Targeted academic support (2024-2025)

Budgeted cost: £5,300.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 in order to improve progress and attainment.</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 program have low self-esteem and aspirations.</p>	<p>1,2,4,5,7,8</p>
<p><u>Targeted Homework</u></p> <p>Digital platforms and homework books providing targeted support and skill practise, reinforcing school learning.</p>	<p>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.</p>	<p>1,2,4,7,8</p>

Wider strategies (2024-2025)

Budgeted cost: £216,805.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Mental Health</u> Targeted support for individual pupils in order to support their mental health and wellbeing, provided by trained accredited mental health first aiders, who conduct 1:1 sessions.</p>	<p>Mental Health and Wellbeing has been heavily featured in the DFE government plans as an essential 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>Ensure that throughout the curriculum we 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, additional resources for new curriculum, Happy Lunchtimes, PE sports coach running clubs etc.</p>	<p>Increasing cultural capital has been heavily featured in government guidance 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</p>	<p>Underpins all.</p>

These serve as a hook for teaching and learning throughout the curriculum.	and learn from, thereby having a positive effect on their cultural capital.	
<u>Swimming, Life Skills</u> Develop life skills by providing swimming lessons in years 3, 4, 5 and 6.	We are required to provide swimming lessons to all pupils. This covers a subsidy due to low take up. 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. CEA curriculum planning and design website states that participation in physical enrichment activities can improve physical wellbeing, mental wellbeing and attendance. Due to the impact of COVID-19 on swimming lessons in and out of school and low parental engagement at home, we are extending tuition to year groups who have been affected.	5
<u>Nutrition</u> Ensure access to nutritious school milk for FSM pupils.	Ensuring all FSM pupils have access to Cool milk program and receive daily milk.	Underpins all.
<u>Pupil/Family Support Services & Initiatives</u> Services will be provided by the school so our vulnerable pupils, vulnerable parents/carers/ families can access varied support (including behaviour mentors, and attendance officer).	The EEF's toolkit and research identifies parental support/ engagement as a crucial element to success. Effective parental engagement can lead to learning gains of +3 months over the course of a year.	Underpins all.
<u>Personal Development</u> Provide opportunities for personal development and skill development (including reading development, computing skills and cookery) through subsidy for after school	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.	2,3,4,5,6

club, Enterprise/ Reaching out Week.	Additional reading tuition.	
<u>Attendance/ Readiness</u> Ensure the school focuses on 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.	2,3,5
<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.	2,3,5

Total budgeted cost: £405,520.00

Part B: Review of outcomes in the previous academic year (2023-2024)

Pupil premium strategy outcomes

<u>Desired Outcomes 2022-2023</u>	<u>Impact</u>
Closing the gap between pupil premium pupils and non -pupil premium pupils in reading, writing and maths in KS1 and KS2.	<p><u>Key Stage One:</u> Over the course of the 2023-24 academic year, the attainment of PP pupils in KS1 stayed stable, averaging 61% combined (R,W,M and G), compared to NPP pupils who improved attainment by 7%, with exit data of 77%. There remained a significant but stable gap between PP and NPP pupil attainment in KS1.</p> <p><u>Key Stage Two:</u> Over the course of the 2023-24 academic year, the attainment of PP pupils in KS2 improved by 6%, with exit data of 46% combined (R,W,M and G). NPP pupil attainment remained stable over the course of the year at 53%. There remained a slight gap between PP and NPP attainment, however the gap was closing over the course of the year.</p>
Achieve phonics testing results in line with the national average.	The pupil premium pass rate for our Year 1 pupils was 80%, the same as national.
Ensure all learners are supported and challenged.	Pupil voice and surveys have shown that pupils are becoming better at recognising the various ways staff support and challenge them in their learning. Pupils working at EXP and GD levels are able to identify challenges provided in lessons to move their learning on. SEND pupils are able to show you various supports they receive to help them achieve.
Strengthen parental engagement within the school community.	Last academic year we engaged parents through a variety of avenues. Each year group held a parent assembly throughout the academic year focused around a theme or topic. This encouraged parents to develop knowledge of the subjects their children are studying. We had a high number of parents attending each assembly, with the majority of pupils families attending. For our Christmas Fair and Activity

	<p>days Parent/carers and the community were invited into school in December for our first Christmas Fair. This was a great success with hundreds of families attending and an overwhelmingly positive response. This will become an annual tradition at Forest Lodge.</p> <p>Each year group held one parent event each term in school. The choice of event was decided by the classes but focused around an academic subject that they felt parents would benefit from learning more about.</p> <p>We developed mental health and wellbeing further this academic year, working collaboratively with parents/carers/families and stakeholders around the child to ensure they are fully supported with their mental health. Mental Health First Aiders and Educational Mental Health Practitioner from the NHS work alongside Jo Moore, Mental Health lead to provide this valuable service. Parents/carers have welcomed this service and help supporting pupils. Jo Moore has taken the DfE Senior Mental Health Lead qualification in order to develop this service in school.</p>
Intervene early to combat low language and communication skills.	NELI was implemented in EYFS and KS1, targeting pupil premium pupils. Of the pupil premium pupils involved, 56% made clear progress. The progress of the intervention as a whole saw 70% of pupils improve.
Provide opportunities to develop vocabulary.	Vocabulary targets are used in all classrooms as well as throughout lessons. Talk assemblies underpin communication skills, including deepening vocabulary understanding. Whole staff SALT training embedded this into practice.
Provide opportunities for real life, cultural capital building experiences to stimulate learning.	Pupils have all had 1 subject linked workshop as well as 1 school trip. Pupils have had a variety of experiences on offer including clubs, music tuition, specialist coaching, and visiting a local theatre to watch a pantomime etc.
Improve attendance of pupil premium children.	There is no significant difference between the attendance of pupil premium versus non-pupil premium pupils (less than 5%).

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
Votes for Schools	
First News	
Literacy Shed	Ed Shed
Sumdog	