

Forest of Galtres 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 of Galtres
Number of pupils in school	122
Proportion (%) of pupil premium eligible pupils	9% (11) <i>inc LAC & Service pupils</i>
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Allyson Buckton
Pupil premium lead	Allyson Buckton & Kirsty Mills
Governor / Trustee lead	Sue Van Hout

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16 450 (20-21)
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3994 (recovery premium)
Total budget for this academic year	£22 444 (based on 20-21 figures)

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Trust Vision and Rationale for Pupil Premium Strategy Life in all its Fullness - A Place to Thrive

Hope Sentamu Learning Trust is committed to enabling our communities to Thrive. To support all our learners and staff to flourish in high performing schools, to achieve and exceed their personal and academic potential. To transform life chances of young people, particularly the most disadvantaged and to transform our local communities, through bringing the highest possible standards of education to our area.

This strategy is underpinned by the EEF's three tiered evidence-based approach to Pupil Premium (teaching, academic support and wider approaches, to close the progress and attainment gap). First and foremost, great teaching changes lives. The core focus for all our schools will always be investment in the highest quality of teaching and learning for all pupils to further close the PP gap. It is to be read in conjunction with Hope Sentamu Learning Trust's 'Principles for Vulnerable Learners' and Audit Tool, which were developed in the Summer term of 2020, to further support key issues that disadvantaged pupils are currently facing in more benign times (such as gaps in learning, social isolation, mental health and wellbeing, motivation and aspiration, literacy), which will have been exacerbated by Covid-19. Furthermore, we need to anticipate an increase in the levels of disadvantage in all of our school communities, but particularly in those that experience the highest levels of disadvantage.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils; *note the significance of small cohorts when considering the %s*

Challenge number	Detail of challenge
1	The diverse support needs within the pupils eligible for PP/disadvantaged pupils, including where these pupils also have additional needs such as SLCN, SpLD, SEMH and/or ASD
2	Observations, record-keeping and discussions with pupils and families are showing emerging higher levels of SEMH needs, particularly apparent in the disadvantaged groups
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with speech, language and communication than their peers. This negatively impacts their acquisition of phonic knowledge and early reading skills.</p> <p>On entry to Reception class over the last 4 years, 50% of our disadvantaged pupils arrived below age-related expectations compared to 13% of other pupils.</p>
4	<p>Standardised assessments and observations indicate that the education of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Across the 6 disadvantaged pupils in 2020-21, GL test reports showed that 83% gained a Standard Age Score below both the national average SAS and the school average SAS for non-disadvantaged pupils</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations across English and maths.</p>
5	<p>Our attendance data for Sept-Oct 2021 indicates that attendance among disadvantaged pupils has been between slightly higher than for non-disadvantaged pupils (95.1% vs 94.6%). This reflects the trend across previous school years.</p> <p>22% of disadvantaged pupils have been 'persistently absent' compared to 19% of their peers during that period. However when looking at the very small numbers, this is 1 disadvantaged pupil.</p>

Intended outcomes

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
Improved oral language skills and	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is

vocabulary among disadvantaged pupils.	evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes over 2023-2025 show that more than 80% (4/5) of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes over 2023-2025 show that more than 80% (4/5) of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024-25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour-related incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2022-2025 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, with no attendance gap between disadvantaged pupils and their non-disadvantaged. • the percentage of all pupils who are persistently absent being below national, and the figure among disadvantaged pupils being in line with their peers.

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 (for example, CPD, recruitment and retention)

Budgeted cost: **£13 500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of standardised diagnostic assessments: GL, No More Marking (all), Dynamo Maths, GL Dyslexia Screener (identified pupils), Rapid Read</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils</p> <p>Use of Read Write Inc from Sept 2021 & staff development</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Enhancement of our wider curriculum (foundation subjects) teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Funded teacher release time to embed key elements of practice through Trust school improvement work, subject leader coaching sessions and regular network meetings</p> <p>Explore training in dialogic talk for KS2 staff</p>	<p>https://www.nextstepschoolimprovement.co.uk/</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching</p>	<p>All</p>
<p>Improve the quality of social and emotional learning through the RSE curriculum</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved</p>	<p>5</p>

<p>and the school's approach to spiritual development.</p> <p>Approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£6000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of ELKLAN approaches to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3
<p>Specific bespoke interventions including booster/masterclass & pre-teaching strategies according to need</p> <p>Employment of additional teacher for 3 mornings p/w in 3x6 week blocks to work with identified vulnerable group</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

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

Budgeted cost: **£3000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on safeguarding approaches with the aim of developing our school ethos and ensuring pupils feel safe across school.	https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges	5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Appointment of lay chaplain to support well-being and mental health in line with our work as a church school		All
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £22 500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020-21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Despite being on track during the first year (2018-19), the outcomes we aimed to achieve in our previous strategy by the end of 2020-21 were therefore not fully realised. From a school 3-year average of 66% of disadvantaged pupils meeting the expected standard for their year group, at the end of 2020-21 this figure was 50%. In real terms, this shows that a very small number of pupils (1-2) from a very small group (9-10) have been significantly affected.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, White Rose Maths and the teaching staff.

Overall attendance in 2020-21 was higher than in the preceding year, and in line with 2018-19 at 97.9%, higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was in line with their peers (94.2% vs 94.8%) although persistent absence was higher (37.5% vs 18.9%). Although this is due to 2 pupils, these gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupils' social behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We used key staff for additional welfare & support work as needed during deployments, and maintained this through the lockdown periods as these pupils were in school within the DFE's definition of vulnerable.</p> <p>There are no additional identified gaps in service children's education as the children have not moved schools.</p>
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities including visits and swimming to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.