



PUPIL PREMIUM EVALUATION 2017 – 2018

VISION

At Forest Academy, our learning community creates pupils with inspiration, ambition, academic success where pupils are passionate to learn.

Through our challenge curriculum, pupils develop a love for the outdoors and learning in the local environment, being aware that learning can come in many forms.

Pupils are respectful of and celebrate each other's differences, heritage and culture. They are self-motivated, confident pupils able to apply their skills.

We are an academy built on interdependence, encouraging all staff, pupils, parents and carers and the community, to work together to achieve more than they ever could have accomplished as individuals.

Mission:

- Create a welcoming and caring atmosphere, placing safeguarding at the forefront of all we do
- Expect the very best from all through developing an enjoyment, and commitment to twenty-first century lifelong learning
- Develop critical thinking and the ability to transfer skills (Building Learning Powers – BLP).
- Foster self-esteem, self-autonomy and self-discipline
- Provide inspirational opportunities to acquire, develop, and apply a broad range of knowledge, understanding and skills
- Enable pupils to become creative, innovative and enterprising learners who welcome challenge
- Develop a respect for the spiritual, moral, social and cultural values and views of others.
- Encourage and recognise the importance of pursuing a healthy lifestyle and developing wellbeing
- Promote a sense of community cohesion through developing partnerships with all stakeholders in our Academy

Core values:

Achievement for all, excellence, inclusivity, integrity, responsibility, perseverance, collaboration, creativity

Number of pupils on roll: 307

Last Ofsted grade: Requires Improvement with Good Leadership and Management (June 2018)

CONTEXT

Forest Academy is a three form entry primary school with a nursery and Children's centre attached. There is a breakfast club and afterschool provision which extend the school day from 7.45am until 6pm. There is also a private childcare provider onsite which caters for children from 6 months.

The school is located in an area of high social deprivation and has a high percentage of children who are eligible for pupil premium. The percentage of pupils eligible for free school meals at any time during the last 6 years (Ever6) is more than double the national average (53%) which indicates the high level of deprivation experienced by the majority of our families. There are also a significant number of families who have no recourse to public funds not included in this figure. The school is in the highest percentile for deprivation. The number of families involved with Social Care is high. Levels of domestic abuse and substance misuse are higher than average on the estate where the majority of pupils live. Mobility is high due to the amount of temporary housing on the estate. Most pupils live in flats, with no access to safe, outside space. The percentage of pupils whose first language is not English is more than double the national average (43%). The largest ethnic group in the school are from a Black or Black African background (29%) followed by White British (24%). The percentage of pupils with SEN support or with a statement or EHC plan is well below the national average.

PRIORITIES FOR PUPIL PREMIUM SPENDING

Following the results of the 2017 KS2 outcomes, our priority in the academic year 2017 - 2018 was focused on:

- Raising the attainment of all disadvantaged pupils at the end of KS2 so that it is in line with national;
- Raising the attainment of the most able and Looked After pupils;
- Diminishing the difference for those disadvantaged or Looked After pupils not on track to achieve a Good Level of Development at the end of the Early Years Foundation Stage;
- Disadvantaged or Looked After pupils at risk of not reaching the expected standards in reading, writing and maths at the end of Key Stage 1;
- Disadvantaged or Looked after pupils at risk of not reaching the expected standards in reading, writing and maths at the end of Key Stage 2;
- Disadvantaged or Looked After pupils not on track for making the expected amount of progress;
- Most Able disadvantaged or Looked After pupils, who achieved Level 3 at the end of KS1, not on track to achieve a high scaled score in reading, writing or maths or greater depth in writing.
- Providing a range of therapeutic and family interventions that impact positively on the well-being and emotional health of disadvantaged pupils.
- Engaging the parents of disadvantaged pupils more closely with their children's learning.
- Providing a range of academic and enrichment interventions that improve the attainment of disadvantaged pupils.
- Providing mentoring/support for behaviour for learning that impacts positively on the engagement of disadvantaged pupils.
- Continuing the management of time to promote strategies and interventions that impact positively on the attainment and progress of disadvantaged pupils to monitor how the impact of how the pupil premium grant is spent.

NUMBER OF PUPILS AND PUPIL PREMIUM GRANT RECEIVED

Total number of pupils on roll (Reception to Year 6)	298
Total number of pupils eligible for PPG	102
Amount of PPG received per pupil	£1300 (£1900 for CLA)
Total amount of PPG received	£256,080

Year Group	Strategy/Intervention	Desired outcome/ Success Criteria	Cost	Outcome
EYFS	Black Sheep Narrative Intervention	Improved vocabulary and oracy skills leading to better ELG in speaking, listening and understanding.	£10,550	Pupils made better than expected progress, particularly in listening and attention and speaking.
	Additional TA to deliver interventions	More opportunities for focussed interventions in the prime areas to improve vocabulary and oracy skills leading to better ELG in speaking, listening and understanding.	£10,550	<p>Pupils made accelerated progress in all areas and similar progress to non-disadvantaged pupils in all areas. The percentage of disadvantaged pupils reaching a Good Level of Development rose from 53% in 2017 to 61%.</p> <p>"Leaders and teachers have prioritised improving the outcomes for disadvantaged children. This work has paid dividends. Through well-targeted additional support, a much higher proportion of disadvantaged children are attaining the standard expected for their age. The outcomes of disadvantaged children are now as good as their peers."</p> <p>Ofsted, June 2018</p>
Year 1	Additional EYE	To support those who did not achieve the ELG to make accelerated progress (more than 3 points) and reduce the difference in attainment between disadvantaged and non-disadvantaged pupils.	£20,970	Disadvantaged pupils made better than expected progress in all areas (3.86 pts in reading, 4.06 pts in writing and 3.61 pts in maths). Expected progress is 3 points.

Year 1	Mathletics morning club	To increase pupils' attainment and progress in basic number and phonics skills	£1055	<p>Disadvantaged pupils made better than expected progress in all areas (3.86 pts in reading, 4.06 pts in writing and 3.61 pts in maths). Expected progress is 3 points. The percentage of pupils passing the phonics test increased from 77% in 2017 to 88%.</p> <p>"Pupils attain well in phonics. Leaders have taken effective steps to improve outcomes for disadvantaged pupils.</p> <p>These groups of pupils have secure phonics knowledge and attain as well as their peers."</p> <p>Ofsted, June 2018</p>
Year 2	Additional morning reading club	To improve pupils' decoding and comprehensions skills	£2110	Identified pupils reached the expected standard in reading.
Year 6	Easter School	To increase the progress and attainment of pupils at risk of not meeting the end of KS2 expectations in reading and maths.	£2000	The percentage of disadvantaged pupils meeting the expected standard rose significantly from 59% in maths and 50% in reading to 80% in maths and reading. The percentage of disadvantaged pupils meeting the expected standard in both English and Maths was above national and rose significantly from 41% in 2017 to 68%.
Year 6	Lunchtime booster for maths and English	To increase the progress and attainment of pupils at risk of not meeting the end of	£2110	The percentage of disadvantaged pupils meeting the

		KS2 expectations in reading and maths.		expected standard rose significantly from 59% in maths and 50% in reading to 80% in maths and reading. The percentage of disadvantaged pupils meeting the expected standard in both English and Maths was above national and rose significantly from 41% in 2017 to 68%.
	Additional teacher for the most able disadvantaged pupils	To accelerate the progress and attainment of the most able disadvantaged pupils who are able to exceed the end of KS2 expectations in reading and maths.	£13,894	The percentage of disadvantaged pupils exceeding the expected standard, whilst still below national, rose from 9% to 18% in maths and from 12% to 20% in reading. The percentage achieving a high combined score rose from 3% in 2017 to 7%.
	Additional teacher to deliver interventions for disadvantaged pupils.	To increase the progress and attainment of pupils at risk of not meeting the end of KS2 expectations in reading and maths	£27,787	The percentage of disadvantaged pupils meeting the expected standard rose significantly from 59% in maths and 50% in reading to 80% in maths and reading. The percentage of disadvantaged pupils meeting the expected standard in both English and Maths was above national and rose significantly from 41% in 2017 to 68%.
Year 6	Revision materials for booster groups and Easter school.		£2000	The percentage of disadvantaged pupils meeting the expected standard rose significantly from 59% in maths and 50% in reading to 80% in maths and reading. The percentage of

				disadvantaged pupils meeting the expected standard in both English and Maths was above national and rose significantly from 41% in 2017 to 68%.
Whole school	Place2Be	Children are able to manage their emotions in appropriate ways, thereby allowing them to focus on their learning and make better progress.	£31,140	The number of exclusions and serious incidents for those at risk reduced significantly throughout the year.
	Additional EWO time	Attendance improves to above 95% for identified children.	£5300	Attendance for disadvantaged pupils was similar to that of non-disadvantaged pupils and at national. "No group of pupils, including those eligible for the pupil premium, are disadvantaged by poor attendance." Ofsted, June 2018
	Pupil and Family Support Worker	Vulnerable families are identified; support is put in place in and out of school enabling them to thrive and their children to make progress in their learning.	£27,080	Case studies and testimonies show the positive impact that intervention from the PFSW has had on families receiving support.
	Behaviour Mentors	To implement behaviour plans and teach pupils strategies to manage their emotions appropriately and regulate their own behaviour, reducing the disruption to learning.	£21,100	The number of fixed term exclusions and serious incidents for targeted pupils reduced throughout the year. All pupils were successfully reintegrated into class.
	Achievement for All	To improve the attainment and progress of the lowest 20% of disadvantaged pupils in Years 3 and 4 and to support leaders to improve outcomes.	£3950	Targeted pupils made better than expected progress.
	Additional speech and language groups	To improve the speaking, listening and understanding of identified pupils.	£10,550	Pupils achieved their speech and language targets.

	Release time for leaders	Continued rigorous monitoring of interventions and their impact means that the PPG grant is spent effectively and impacts positively on the progress and attainment of disadvantaged pupils. Staff understand the needs of disadvantaged pupils and employ a range of effective strategies to support them. Progress and attainment gap closing in all areas and year groups between PPG and non PPG pupils, particularly for the most able.	£38, 947	Evidence of pupils meeting their targets and making good progress was seen in books. Attainment and progress of disadvantaged and non-disadvantaged pupils is similar and the difference is diminishing.
	Additional learning support assistants	To increase the progress and attainment of disadvantaged pupils at risk of not meeting the end of year expectations in reading, writing and maths through targeted interventions.	£24,987	Learning support assistants ran successful interventions. Disadvantaged pupils made similar progress and in some year groups better progress than non-disadvantaged pupils.
Total			£256,080	

"Leaders and governors ensure that additional funding to support disadvantaged pupils has a positive impact on their academic outcomes and personal development. Although differences remain in some subjects or year groups, outcomes for disadvantaged pupils are improving quickly."

"Differences in how well different groups attain are diminishing, particularly for disadvantaged pupils. In most year groups, disadvantaged pupils' outcomes are broadly similar to those of their peers. An increasing proportion of disadvantaged pupils attain standards expected for their age."

Ofsted, June 2018