

Pupil Premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	The Forest School
Number of pupils in school	146
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Chair of Governors
Pupil premium lead	Emma Nuttall
Governor / Trustee lead	Tim Mottram

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,195.00
Recovery premium funding allocation this academic year	£64,826.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

£145,021

Part A: Pupil premium strategy plan

Statement of intent

The aim of our PP strategy plan is to identify and implement strategies that help disadvantaged pupils reach their potential and achieve the best outcomes possible, to increase their social mobility and to make a positive contribution in their community.

We place a strong emphasis on supporting the development of the whole child, by focusing on their individual targets linked to their educational health and care plan (EHCP). In doing so, we acknowledge the importance of developing skills in literacy, numeracy, communication, emotional understanding and resilience and independence as being fundamental in preparing children for life beyond school.

At the heart of our approach is high-quality teaching focused on areas that disadvantaged pupils require the most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers. We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further education guidance is available to all. Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

In deciding how to use our Pupil Premium Grant, we draw upon the following sources:

- *Education Endowment Foundation Teaching and Learning Toolkit*
- *Our combined professional experience of what works best for children with SEND*
- *The skills and knowledge of our multi-agency partners, e.g. Speech and Language Therapists*

Challenges

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

Challenge number	Detail of challenge
1	Communication We recognise that pupils generally have greater challenges around expressing and communicating their needs than their peers, including non-verbal, limited language and social interaction difficulties. These challenges are exacerbated by the restrictions over the period of the pandemic.
2	English and Maths We recognise that our pupils struggle to acquire basic literacy skills because of their cognition and learning needs. We recognise that research indicates disadvantaged pupils are more likely to have poor literacy skills.
3	Social, emotional and mental health We recognise the impact that disadvantage can have on pupils' social, emotional and mental health.
4	Behavior We recognise that pupils who have unmet needs may sometimes express themselves behaviourally. We also recognise that this may pose a challenge for the adults who support the pupils.
5	Attendance We recognise that attendance is lower for disadvantaged pupils, and this has an impact on their ability to access learning opportunities and make good progress.

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 progress with individual communication targets, compared with previous year.	Pupils will be more effective communicators. We recognise this will look different for different pupils.
Improved English and Maths skills.	Staff can teach phonics and early reading effectively, with a consistency of approach across school. Pupils will develop a love of reading, which will positively impact on other areas of the curriculum. Pupils will make greater progress.
Improved emotional wellbeing for pupils.	Pupils will be emotionally secure and will have a range of strategies to self regulate more effectively.
Adults will understand the functions that behaviour serves and recognise that behaviour is a form of communication. Adults will have an enhanced repertoire of skills for supporting pupils who display behaviours that challenge. Adults will have relevant, evidence-based training to support their responses to behaviours that challenge.	Pupils will display more socially valid behaviours. The frequency of behavioural incidents will reduce over time as measured by the school reporting system.
Improved attendance.	Pupils will have increased access to learning opportunities and will subsequently make greater progress.

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: £ 7,519.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of Read Write Inc resources.</i> This programme has been revalidated by the DfE as a complete Systematic Synthetic Phonics programme.	Read Write Inc (RWI) is a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. https://www.ruthmiskin.com/en/programmes/phonics/ https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes	2
<i>CPD for staff – Ruth Miskin Training.</i>	The EEF guidance report on <i>Improving Literacy in Key Stage 1</i> states that schools should effectively implement an effective phonics strategy.	2
<i>Purchase of Spelling Shed subscription.</i>	Spelling and word knowledge are key components in the process of learning to read and write. Spelling Shed makes the acquisition of these key skills fun and engaging for pupils and easy to plan for teachers. The EEF guidance report on <i>Improving Literacy in Key Stage 1</i> states that spelling should be explicitly taught. Spelling Shed provides resources to support explicit teaching and structured practice for pupils. https://www.spellingshed.com/	2

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	
<i>CPD for expert Maths delivery.</i>	https://educationendowmentfoundation.org.uk/news/eef-blog/addressing-the-challenge-of-delivering-new-maths-content-Remotely Purchase of concrete resources.	2
<i>TLR to support the further development of the maths curriculum.</i>	https://educationendowmentfoundation.org.uk/news/eef-blog/addressing-the-challenge-of-delivering-new-maths-content-remotely	2
<i>Sum Dog license and training.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	2

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

Budgeted cost: £ 6,000.00

Activity

	https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes	
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<i>White Rose Maths</i>	<i>Concrete resources and training. Education Endowment Fund research Progress data QA evidence (Internal and external)</i>	
<i>Purchasing of books to match curriculum text.</i>	<i>Education Endowment Fund research Progress data QA evidence (Internal and external)</i>	

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

Budgeted cost: £ 70,165.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Therapeutic counselling for identified pupils</i> Thrive approach	Training a pastoral staff member to be able to run Thrive interventions. Training a play therapist	3
<i>Team Teach training for all staff</i>	Team Teach is an approach that supports the development of a shared approach to managing behaviour across the school. The EEF Toolkit identifies Behaviour Interventions as having a positive impact for low cost. We would agree with Team Teach's assertion that their training "transforms relationships, equipping everyone to manage distressed behaviours and conflicts safely and respectfully".	4

	https://www.teamteach.co.uk/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Training two team teach trainers from the pastoral team.	
<i>Care Team Leaders</i>	The work of our Student Support Manager has led to improved pupil attendance, parental engagement and coordination of external agency support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3, 4 and 5
<i>Speech and Language Therapist</i>	Our Speech and Language Therapist supports teachers and teaching assistants to implement oral language interventions, which are identified by the EEF as high impact approaches. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1

Total budgeted cost: £ 83,685.00

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 2023 to 2024 academic year.

Overall Gaps between PP and Non PP are showing that all aspects of the PPG are having a positive impact.

Attendance for all is : 91.11%

PP attendance: 89.76%

Non PP attendance: 92.92%

EHCP progress (PP - 91% and non pp is 93%)

Maths Progress (PP- 89% and non pp is 89%)

English progress is (PP 87% and non PP is 85%)

All Year 11 pupils have appropriate Post 16 destinations that are being tracked and are successful.

All pupils accessed appropriate level qualifications in English and Maths and they passed. No gaps in pp/non pp.

Outcomes for Year 11

Due to the nature of setting and the small numbers involved it is not a fair comparison to compare PP and non PP outcomes however all pupils on track to achieve formal qualifications did so (No PP pupil who could have achieved qualifications missed this opportunity)

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
None	None
None	None

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	None
What was the impact of that spending on service pupil premium eligible pupils?	None

Further information (optional)

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