

Pupil Premium Strategy Statement: Forest Academy 2019-2020 Outcomes

1. Summary Information					
School	Forest Academy				
Academic Year	2019-2020	Total PP budget	£105,366.25	Date of most recent PP review	July 2020
		Carried forward	£21,524.00		
		Total	£126,890.25.00		
Total number of children	371	Number of children eligible for PP	81 January CENSUS 2020	Date for internal review of this strategy	September 2020

2. Attainment 2019 (Based on year 6 outcomes Spring 2020 as these were the final assessments due to COVID19)			
	Forest Academy figures for children eligible for PP (16 children, progress N/A)	Forest Academy figures for children not eligible for PP (29 children, N/A)	National figures for children not eligible for PP
% achieving expectations in reading	75%	76%	N/A
% achieving expectations in writing	75%	72%	N/A
% achieving expectations in maths	69%	83%	N/A
Progress measures in reading	N/A	N/A	N/A
Progress measures in writing	N/A	N/A	N/A
Progress measure in maths	N/A	N/A	N/A

3. Barriers to future attainment (for children eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Some children may have poor language and communication skills which affect all aspects of literacy, communication and language and impairs learning across the curriculum.
B.	Some children, may not be working at an age-related level and have conceptual gaps or misconceptions.
C.	Some children, may require emotional well-being and behaviour support to enable them to maximise learning opportunities.
External barriers (issues which also require action outside of school, such as low attendance rates)	
D.	In some cases, children may have low cultural capital (e.g. books, resources and life experiences) therefore we provide different enrichment experiences, immersion events and resources.
E.	In some cases, inconsistent attendance and punctuality
F.	In some cases, parental engagement and aspirations are low. There is a lack of regular routines including home learning, reading, and spellings and having the correct equipment. Education is undervalued.

4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A.	<p>Children's language skills improve and this positively impacts on:</p> <ul style="list-style-type: none"> • CLL outcomes in EYFS • S&L is planned for explicitly; monitored in T&L. • Acquisition of phonics and improved Year 1 and 2 screening check outcomes. • Reading comprehension improves that raising attainment in reading in all year groups. • Higher attainment in English writing as children have greater mastery of the English language. • Higher attainment in all subjects as children have the language skills to learn effectively and are able to communicate this knowledge using subject specific vocabulary. 	<p>Children make rapid progress in all areas of the curriculum due to their ability to understand what is taught and express their ideas.</p> <ul style="list-style-type: none"> • CLL to be in line with national • Phonics to be in line with national • Reading attainment will rise due to increased in year progress in all year groups. • Writing attainment will rise due to increased in year progress in all year groups. • Attainment in all subjects will rise as children have better language mastery to learn and communicate this knowledge effectively
B.	<p>More children are working at age related level as gaps have been filled and misconceptions addressed:</p> <ul style="list-style-type: none"> • All staff have the knowledge, skills and understanding to promptly identify and address gaps and misconceptions in all subject areas. • Teaching of phonics will provide children with essential skills to become good readers and speller. • Children will be motivated to read increasingly challenging texts to enjoy and to further their knowledge in all curriculum areas. • Attainment in writing increases as children hear good language spoken and read quality texts on which to model their own writing. • Children have the knowledge, skills and understanding to write effectively using a range of sentence structures which are correctly punctuated. • All children have a secure grasp of age appropriate calculation strategies and are able to recall number facts to enable them to work efficiently. • Mathematical reasoning is improved as children have the skills to understand, solve and explain precisely using appropriate mathematical language thus raising attainment. • Teaching and learning in all subjects is planned effectively to ensure progression and cohesion with strong cross curricular links. 	<p>Children make rapid progress in all areas of the curriculum as staff have the knowledge, skills and understanding to address effectively.</p> <ul style="list-style-type: none"> • All staff recognise their role in developing their own knowledge, skills and understanding to enable them to raise standards by filling gaps and recognising and addressing misconceptions. They will attend INSET, CPD, learn from other experienced staff and research as appropriate and then apply this to their daily practice. • Phonics to be in line with national • Reading attainment will rise due to gaps and misconceptions being addressed. • Writing attainment will rise due to gaps and misconceptions being addressed. • Maths attainment will rise due to gaps and misconceptions being addressed. • Attainment in all subjects will rise as staff identify and address gaps and misconceptions.

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
C.	<p>Children have the emotional well-being and behaviour support to enable them to maximise learning opportunities.</p> <ul style="list-style-type: none"> • Mental Health First Aider and ELSAs provide support to children. • All staff have the necessary knowledge, skills and understanding to meet the needs of children. E.g. Challenging Behaviour, the Psychology of Behaviour • Safeguarding and Welfare officer is effective in accessing specialist support when needed. • SENDCo and Safeguarding and Welfare officer work collaboratively to provide appropriate specialist support. • CISS support is effective. • Sharing Parenting support is in place for families. • Behaviour is well managed. Evidence from CPOMS, exclusions and part time timetables. 	<p>All children are able to maximise learning opportunities.</p> <ul style="list-style-type: none"> • Attendance is above 96% for all children, including vulnerable groups. • Children know all staff are there to support them and know who the key staff are to provide additional support. • Parents work in partnership with the school to meet the needs of their children. • Children are happy to come to school and are mentally ready to learn. • There are fewer behaviour issues. • There are fewer fixed term exclusions. • Any child on a part time timetable is quickly and successfully back to fulltime.
D.	<p>Children will increase their cultural capital through exposure to quality texts, resources, enrichment activities and life experiences.</p> <ul style="list-style-type: none"> • Provision and promotion of quality texts to develop a love of reading including cross curricular non-fiction texts • Immersion days e.g. Miraiker’s World of Puppets • Visits e.g. theatre • Visitors • Additional events: Careers Fayre, enterprise opportunities • Children will complete the Forest Cultural Capital Challenge • School will be recredited with Artsmark Silver Award and start to work towards Gold • All KS 2Children will complete Arts Award and 30% will achieve Silver. • School will be awarded the Primary Geography Quality Mark and prepare for Primary History Quality Mark. • Outside learning will be embedded throughout the school. 	<p>All children will increase their cultural capital and increased their aspirations through exposure and participation to a rich curriculum which is broad, balanced and relevant.</p> <ul style="list-style-type: none"> • Parents and children will broaden their understanding of the opportunities available. • Children will be inspired to aim higher. • Our Vision will be a reality: ‘Children will journey through our school, building a memory bank of learning experiences that positively impact on them for the rest of their lives. We will build a collection of amazing memories where learning is fun and education is valued.’ • The school’s provision is outstanding and meets the needs of all children to succeed now and in the future.
E.	<p>Children to attend regularly and punctually so that no learning time is lost.</p> <ul style="list-style-type: none"> • Overall attendance to be above 96% and vulnerable groups to be inline. • Safeguarding and Welfare Officer to monitor closely and use first day calling. • Early discussions with parents and children to identify underlying reasons for poor attendance. • EWO to be involved at earliest opportunity. • Attendance policy to be reviewed and followed to minimise parents taking holiday in term time. 	<p>All children attend regularly enabling them to make good progress and develop good habits for their future education and employment.</p> <ul style="list-style-type: none"> • Attendance is above 96% for all children.
F.	<p>Parental engagement increases and aspirations to be higher.</p> <ul style="list-style-type: none"> • Early Parents’ Evening to communicate routines and expectations. Registers to be taken for attendance. Parents who do not attend will have information sent to them. • Class teachers to monitor completion of home learning e.g. reading, spelling, times tables and lexia. • Class teachers to do PE register, participation and correct PE kit. 	<p>Parents recognise they have a valuable role to play in supporting their children in their education.</p> <ul style="list-style-type: none"> • Events are well attended. • Parents’ and carers know how to support their children. • The school will know how it can support parents/carers who may find it difficult to support their children for whatever reason.

<ul style="list-style-type: none"> • Additional Parent Progress meetings for children making slow progress and clear targets set to address barriers to learning. • Continue to celebrate all children’s achievements in school to encourage full participation. • Provide opportunities for parents to participate in school events. • Parents/carers to be involved in fundraising. 	<ul style="list-style-type: none"> • Parents/carers are valued for their contribution to school life and the education of all children.
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5. Planned Expenditure					
Academic year		2019 2020			
i. Quality of teaching for all					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	June 2020 and impact
A) Children’s language skills improve and this positively impacts on all areas of learning.	<p>£ (S&L) School to renew its CFS.</p> <p>All staff to receive up to date Communication 4 All training across three PD days.</p> <p>Session 1 to include a revisit of the Talk for Writing session, review current practise and how to move forward.</p> <p>Session 2 to focus on vocabulary. All staff to be given practical examples which can be immediately implemented to improve practise. Many are suited to guided reading and skills sessions in English.</p> <p>Session 3 to review blank level questioning and how to ensure type of questioning enables children to develop their own learning and following their chosen lines of enquiry.</p> <p>£ All staff in EYFS and KS1 to be trained in Makaton.</p> <p>New resources purchased to improve CLL provision.</p>	<p>Research has shown that there can be a significant difference in vocabulary of different groups. The Early Catastrophe Paper (Hart and Risley, 2003) reports: Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from a professional family: 1,100 words</p> <p>It is important to develop and increase all pupils’ vocabularies.</p>	<p>Training to be delivered and evaluated – staff to identify further CPD needs. Adapt training as necessary.</p> <p>Senior leaders to complete regular ‘drop-ins’ and observations to ensure training is being implemented, e.g. working walls are regularly updated, visual time tables are in place, use of Wordariums to collect unfamiliar/new vocabulary.</p> <p>Staff to use Makaton signing to support children in class.</p> <p>Fortnightly book scrutinies to ensure use of Talk for Writing results in well structured, extended pieces of writing modelled on core texts (including use of new vocabulary).</p>	<p>All staff</p> <p>SG/ZH</p>	<p>The positive impact on language skills was evident in autumn and spring term. Due to COVID, many children missed most of summer term. However, data shows the positive impact of initiatives over past three years. From low entry points children are making good progress.</p> <p>The investment in training is having a positive impact. Training includes: ELKLAN, Language Links,T4W, Makatron, phonics, Babcock Introduction to Vocabulary, Reading Fluency Project</p>

Year 1 (57 pupils)		Number of Pupils (%) assessed in each B/W/S or above as at Year 1 Summer 2					
Subject	Not Assessed	1B	1W	1S	2B	2W	2S
Spoken Language	1 (1.8%)	56 (98.2%)	37 (64.9%)	5 (8.8%)			
All	1 (1.8%)	56 (98.2%)	37 (64.9%)	5 (8.8%)			

Year 2 (57 pupils)		Number of Pupils (%) assessed in each B/W/S or above as at Year 2 Summer 2					
Subject		1S	2B	2W	2S	3B	3W
Spoken Language	57 (100%)	57 (100%)	49 (86.0%)	7 (12.3%)			
All	57 (100%)	57 (100%)	49 (86.0%)	7 (12.3%)			

Year 3 (59 pupils)		Number of Pupils (%) assessed in each B/W/S or above as at Year 3 Summer 2					
Subject		2B	2W	2S	3B	3W	3S
Spoken Language	59 (100%)	59 (100%)	59 (100%)	59 (100%)	45 (76.3%)	12 (20.3%)	
All	59 (100%)	59 (100%)	59 (100%)	59 (100%)	45 (76.3%)	12 (20.3%)	

Year 4 (51 pupils)		Number of Pupils (%) assessed in each B/W/S or above as at Year 4 Summer 2					
Subject		3B	3W	3S	4B	4W	4S
Spoken Language	51 (100%)	51 (100%)	51 (100%)	51 (100%)	30 (58.8%)	13 (25.5%)	
All	51 (100%)	51 (100%)	51 (100%)	51 (100%)	30 (58.8%)	13 (25.5%)	

Year 5 (41 pupils)		Number of Pupils (%) assessed in each B/W/S or above as at Year 5 Summer 2					
Subject		4B	4W	4S	5B	5W	5S
Spoken Language	41 (100%)	41 (100%)	41 (100%)	41 (100%)	29 (70.7%)	11 (26.8%)	
All	41 (100%)	41 (100%)	41 (100%)	41 (100%)	29 (70.7%)	11 (26.8%)	

Year 6 (45 pupils)		Number of Pupils (%) assessed in each B/W/S or above as at Year 6 Summer 2					
Subject		5B	5W	5S	6B	6W	6S
Spoken Language	45 (100%)	45 (100%)	45 (100%)	45 (100%)	37 (82.2%)	14 (31.1%)	
All	45 (100%)	45 (100%)	45 (100%)	45 (100%)	37 (82.2%)	14 (31.1%)	

The school is on track to be re-accredited as 'Communication Friendly'. SG/ZH delivered training to staff and governors – on hold COVID.

(Phonics) To have rigorous basic skills approaches in place for phonics and grammar.

Staff to embed new Storytime phonics, using real books to teach letters and sounds.

In EYFS/KS1, increase daily reading with a focus on blending.

£Children to have appropriate phonics

Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year-olds) as they begin to read.

The use of a systematic synthetic

Monitoring of T&L.

Analysis of phonics data.

SLT to hear children read and check they are blending.

SG/MN

Phonics:

Year 1: original predicted pass rate increased from 68% at the end of autumn term to 80% by March (this cohort previously had only 67% GLD).

Year 2: of the ten children needing to re-sit, 90% (9/10) would have passed in March.

	<p>phase/banded book as well as Forest Fantastic Reading book until phonic knowledge is secure.</p> <p>Daily skills practice to focus on spelling, punctuation and grammar.</p>	<p>phonics programme was shown to give children a flying start with their reading, writing and spelling, it was effective for catch-up, it reduced special educational needs across the schools and it enabled higher numbers of children to transfer to their secondary schools well equipped to access the curriculum," Grant (2013)</p>															
	<p>(Reading) Develop reading for pleasure. Ensure the school culture reflects the importance of reading and books. Storytime phonics – phonics taught using real books. Increase regularity of reading of high-quality texts this is to include hearing adults read and children accessing appropriate texts. Home reading books in KS1 follow a structured programme based on children’s reading ability. Home reading books in KS2 are allocated based on AR diagnostic assessment and are colour banded. Children encouraged to choose books from the ‘Forest’s Fantastic Reads’ - a list of recommended books, chosen for their level of challenge, rich use of language and all have Accelerated Reader quizzes for children to complete. Promote the favourite and new texts for FFR. Librarians to raise profile of their role, their love of books etc. Skills practise in English ensures that all children are heard read by an adult (CT/TA) at least twice a week. Increase stamina to read longer, challenging texts by providing regular opportunities.</p>	<p>Education Endowment Foundation found that disadvantaged pupils can make 5+ months progress using Accelerated Reader. Accelerated Reader diagnoses ranges of books appropriate for pupils, who then complete quizzes on books they have read.</p> <p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p>	<p>Pupil perception survey to understand children’s perception of reading and books in school.</p> <p>SLT to select children to hear them read.</p> <p>Core texts are planned for in MTP. Children who complete the FFT will have read a go range of high-quality texts.</p> <p>Lexia/AR/RS data to be triangulated with teacher assessment from reading passports.</p> <p>SLT to monitor the regular use of reading passports to inform assessment.</p>	SG	<table border="1" data-bbox="1529 483 2143 604"> <thead> <tr> <th>Year 2 Data</th> <th>Reading 2020</th> </tr> </thead> <tbody> <tr> <td>Expected +</td> <td>61% (School target: 66%)</td> </tr> <tr> <td>Higher</td> <td>21% (School target: 28%)</td> </tr> </tbody> </table> <p>The impact of many weeks out of school has had a negative impact on attainment. This cohort has compounding barriers to learning. GLD was 62%.</p> <table border="1" data-bbox="1529 732 2143 853"> <thead> <tr> <th>Year 6 Data</th> <th>Reading 2020</th> </tr> </thead> <tbody> <tr> <td>Expected +</td> <td>76% (School target: 78%)</td> </tr> <tr> <td>Higher</td> <td>33% (School target: 33%)</td> </tr> </tbody> </table> <p>We were very pleased with the progress of this cohort. 96% made expected or better progress and 11% made accelerated progress by March.</p> <p>Throughout the school, reading has the highest profile possible.</p> <p>We recognise different children have different barriers to learning and we use a variety of approaches and strategies to meet the individual needs of the children.</p>	Year 2 Data	Reading 2020	Expected +	61% (School target: 66%)	Higher	21% (School target: 28%)	Year 6 Data	Reading 2020	Expected +	76% (School target: 78%)	Higher	33% (School target: 33%)
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<p>Develop comprehension skills by focussing on language/vocabulary and inference, use VIPERS and SATs question stems.</p>	<p>(Writing) Children regularly write extended pieces and receive effective feedback to edit and improve. Children will complete an extended piece of writing at least fortnightly, or write over a sustained period of several days. Pieces will use engaging texts/media as stimulus and be linked to topics where appropriate. Teachers will give useful feedback, and give the pupils guidance and time to react/respond to this. In the moment marking is used where possible giving children the opportunity to talk about how to improve their written work.</p>	<p><i>Good literacy skills underpin academic success in every subject.' 'In my view, the most important thing a school can do for its pupils—and for society—is to teach them to read and write well.'</i> Sir Kevan Collins, Chief Executive Education Endowment Foundation.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. 	<p>Teacher assessment using school's stated criteria.</p> <p>Review feedback policy regularly to ensure it is impacting positively on all children and they are making expected (or better) progress.</p> <p>Children to self-assess and peer-assess.</p> <p>Moderation with parallel class and across the year groups.</p> <p>Moderation with other schools. SEO to monitor school's own assessments. Staff attend CPD as required.</p> <p>Increase the % of children working at ARE and GD in each year group.</p>	<p>SG</p>	<table border="1" data-bbox="1527 213 2141 336"> <tr> <th>Year 2 Data</th> <th>Writing 2020</th> </tr> <tr> <td>Expected +</td> <td>61% (School Target 63%)</td> </tr> <tr> <td>Higher</td> <td>19% (School Target 16%)</td> </tr> </table> <p>The impact of many weeks out of school has had a negative impact on attainment. This cohort has compounding barriers to learning. GLD was 62%.</p> <table border="1" data-bbox="1527 531 2141 654"> <tr> <th>Year 6 Data</th> <th>Writing 2020</th> </tr> <tr> <td>Expected +</td> <td>73% (School Target 73%)</td> </tr> <tr> <td>Higher</td> <td>27% (School Target 31%)</td> </tr> </table> <p>We were very pleased with the progress of this cohort. 94% made expected or better progress and 20% made accelerated progress by March.</p>	Year 2 Data	Writing 2020	Expected +	61% (School Target 63%)	Higher	19% (School Target 16%)	Year 6 Data	Writing 2020	Expected +	73% (School Target 73%)	Higher	27% (School Target 31%)
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<p>(Maths) Increase the use of mathematical talk by pupils and secure use of mathematical vocabulary. Staff to use WRM to develop engaging sessions which promote use of mathematical talk for reasoning and use of correct vocabulary. Working walls to support this.</p>	<ul style="list-style-type: none"> • <i>Encourage pupils to take responsibility for, and play an active role in, their own learning</i> • <i>This requires pupils to develop Metacognition – the ability to independently plan, monitor and evaluate their thinking and learning</i> <p>From the Improving Mathematics in Key Stages Two and Three Guidance Report 2017, Education Endowment Foundation.</p>	<p>Observations. Quality of children's reasoning in class, books and tests. Attainment to be tracked.</p>	<p>HM</p>	<p>HM</p>	<table border="1" data-bbox="1527 914 2141 1037"> <tr> <th>End of Year 2 Data</th> <th>Maths 2020</th> </tr> <tr> <td>Expected +</td> <td>67% (School Target 67%)</td> </tr> <tr> <td>Higher</td> <td>26% (School Target 26%)</td> </tr> </table> <p>Good gains in the GD attainment, taking GD to above National Average for KS1. Although the Maths expected overall is lower than National Average, this cohort's GLD was hovering around 62% so the data here is a reflection of that and shows some accelerated progress.</p> <table border="1" data-bbox="1527 1241 2141 1364"> <tr> <th>End of Year 6 Data (National in brackets)</th> <th>Maths 2020</th> </tr> <tr> <td>Expected +</td> <td>78% (School target: 80%)</td> </tr> <tr> <td>Higher</td> <td>29% (School target: 33%)</td> </tr> </table>	End of Year 2 Data	Maths 2020	Expected +	67% (School Target 67%)	Higher	26% (School Target 26%)	End of Year 6 Data (National in brackets)	Maths 2020	Expected +	78% (School target: 80%)	Higher	29% (School target: 33%)
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Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Reviewed June 2020 and impact
B) More children are working at age related level as gaps have been filled and misconceptions addressed.	<p>£ Appropriate support and CPD to ensure all staff have the knowledge, skills and understanding to promptly identify and address gaps and misconceptions in all subject areas.</p> <p>Teaching and learning in all subjects is planned effectively to ensure progression and cohesion with strong cross curricular links.</p> <p>In mathematics, staff to continue to plan and deliver 30 minutes daily arithmetic practise based on needs identified in the arithmetic tests.</p> <p>Pre/post teaching delivered as required. Children in KS2 who have been identified as having gaps in these basic skills, to have additional x3 sessions a week of Success in Arithmetic – a structured program teaching the four operations. (TA time)</p>	<p>July 2016 DfE Standard for teachers’ professional development state that: Professional development must be prioritised by school leadership. Sutton Trust found that, ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers.</p> <p>Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations.</p> <p>Daniel Willingham (Psychologist at the University of Virginia) states: Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.’ Regular practice ensures consolidation.</p>	<p>SLT to drop in to classes each day and provide immediate feedback to adults to refine practice. INSET/CPD is planned to meet the needs of children. Staff know that it is their responsibility to address barriers to learning. Monitoring will focus on the actions taken by staff to fill gaps, recognise misconceptions and take appropriate actions. Pupil Progress meeting with SLT to focus on increasing progress and raising attainment. Staff to meet more regularly with parents of children making slow progress.</p>	SLT	<p>This year we have provided extensive CPD to TAs and teachers. Throughout the year, there has been a strong focus on developing staff’s skills, knowledge and understanding across the curriculum. The positive impact of this is evidenced through increased confidence and staff retention. Subject leaders have had the necessary time, CPD and resources to improve the provision in their subjects which is positively impacting attainment overtime.</p> <p>Throughout the summer term, staff undertook a rigorous programme of CPD. Staff are confident to teach all areas of the curriculum effectively.</p>

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Reviewed June 2020 and impact
<p>C) Children have the emotional well-being and behaviour support to enable them to maximise learning opportunities.</p>	<p>£Employment of Mental Health First Aider and ELSAs to provide support to children. £CPD for all staff to have the necessary knowledge, skills and understanding to meet the needs of children. Safeguarding and Welfare officer is effective in accessing specialist support when needed. E.g. Challenging behaviour, the psychology of behaviour. SENDCo and Safeguarding and Welfare officer work collaboratively to provide appropriate specialist support. £CISS is bought in and support is effective. Sharing Parenting support is in place for families. Use evidence from CPOMS, exclusions and part time timetables to ensure behaviour is well managed. £Daily breakfast club to serve as a platform for additional structured time, intervention and enrichment. Offered to those children where a need has been identified by staff. Lunch time playleaders/nurture group TA to support children with SEND/EBD. (MDSA time and training) Trained ELSAs in school who</p>	<p><i>'Improving children and young peoples' mental wellbeing will positively impact on their cognitive development, learning, physical health, mental health and social and economic prospects in adulthood⁶. Poor mental wellbeing increases the likelihood in later life of:</i></p> <ul style="list-style-type: none"> • <i>poor educational attainment</i> • <i>antisocial behaviour</i> • <i>drug and alcohol misuse</i> • <i>teenage pregnancy</i> • <i>involvement in criminal activity</i> • <i>mental health problems⁷.</i> <p><i>Those with better mental wellbeing are likely to deal better with stressful events, recover more quickly from illness, and be less likely to engage in behaviours which may put their health at risk.'</i></p> <p>Public Health England</p> <p>91% of ELSA's commented that working as an ELSA has helped facilitate improved outcomes for pupils accessing sessions. (The ELSA programme in Cheshire West and Chester – Evaluation Report, DR. Lisa Edwards, September 2016. The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the</p>	<p>Staff to have necessary training.</p> <p>School will put in early intervention and seek more specialist support as appropriate. All children will be able to make good academic progress as they are mentally supported to be successful.</p> <p>Close collaboration with families will secure early appropriate intervention/support.</p> <p>Early intervention is effective and those requiring more specialist support get help promptly.</p>	<p>SLT</p>	<p>We are able to support the mental well-being of children and seek additional outside support when required.</p> <p>The school employs a Mental Health First Aider, two ELSAs and a counsellor for a morning each week.</p> <p>All teachers and TAs have received CPD to help them understand how to support children with SEMH issues.</p> <p>Three TAs have regular training as part of the MHST with Dr Beth Mosley.</p> <p>The Safeguarding and Welfare Officer is skilled in support both staff and children with challenging behaviour.</p> <p>We work with a number of external agencies to support children: Dr Beth Mosely and the Mental Health Hub, CISS, Sharing Parenting, One Life, Epic Dads, Young Carers.</p> <p>Breakfast Club is staffed with an ELSA each day and vulnerable children are invited to give them daily contact.</p> <p>Our MDSAs have received additional CPD to help them provide structured and nurturing activities at lunchtime. Through spring term, we ran daily afternoon nurture sessions for children at risk of exclusion and those requiring additional nurture/ELSA support.</p>

	work with children identified by school staff and parents. Focus on developing mental well-being. This follows a structured programme which can be measured against targets set collaboratively with parents at the beginning of these sessions. (TA time)	equivalent of two months progress per year. Breakfast clubs improve attendance and punctuality.		Forest Schools has been used throughout the year to support children's emotional wellbeing. Staff are able to identify how this has had a positive impact on children's mental and physical wellbeing throughout the year and particularly in the weeks when the school was partially open to keyworker and vulnerable children.
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Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Reviewed June 2020 and impact
D) Children will increase their cultural capital through exposure to quality texts, resources, enrichment activities and life experiences.	<p>£Provision and promotion of quality texts to develop a love of reading including cross curricular non-fiction texts.</p> <p>£Provision of a rich range of additional enrichment and cultural activities.</p> <p>Children will complete the Forest Flyer, Cultural Capital Challenge School will be reaccruited with Artsmark Silver Award and start to work towards Gold</p> <p>£All KS 2Children will complete Arts Award and 30% will achieve Silver. School will be awarded the Primary Geography Quality Mark and prepare for Primary History Quality Mark.</p> <p>Outside learning will be embedded throughout the school.</p>	<p><i>'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'</i> The National Curriculum</p> <p>Sutton Trust research on the major factors outside (and inside) the school gates that boost the educational progress of bright poor children and found students were nine times more likely to get good A-levels when they did daily homework. They were much more likely to get good grades if they read books at home for pleasure – not just those books they had to study for school. And their results improved if they had visited museums, galleries and went on outings with their families or schools.</p> <p>'It's vital that children have the opportunity to learn and enjoy arts and culture from an early age. It develops their creativity, inspires future careers and enriches their childhood.'</p> <p>Michael Ellis MP, Minister for Arts, Heritage and Tourism Department of Culture, Media and Sport</p> <p>'Cultural education gives children and young people</p>	<p>SLT to target reading through SDP.</p> <p>All CTs to plan enrichment and enhancement opportunities which must have a clear objective and rationale.</p> <p>Registers of participation to be kept.</p> <p>Disadvantaged children to be encouraged and supported to participate.</p> <p>Monitor and encourage all children to be involved in a broad range of opportunities.</p> <p>Forest Cultural Capital Challenge to be monitored and celebrated e.g. display and Facebook.</p> <p>Artsmark Silver Award accreditation.</p> <p>Primary Geography and History Award accreditation.</p>	SLT	<p>The school has purchased a large number of quality texts, including non-fiction books. These books were carefully chosen to enhance learning in topics. Staff have been trained to maximise the teaching and learning potential of these books.</p> <p>All year groups took part in regular immersion days, trips, enrichment activities and enjoyed a wide range of visitors in school.</p> <p>All children have been enthused by the Forest Flyer Challenge. Children have continued to complete the challenges throughout the year, even during the COVID partial closure. This is also evidenced on the Forest Flyer Facebook page.</p> <p>Due to COVID 19 the applications for individual Arts Awards have been postponed but this will continue in autumn term.</p>

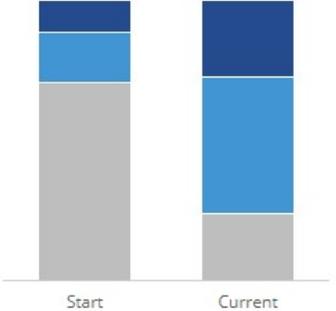
		<p>the opportunity to develop their creativity, both individually and collectively, and that's why our goal is for every child and young person to have the opportunity to experience the richness of the arts.' Darren Henley Chief Executive Arts Council England</p> <p>Ofsted Requirement: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p>			<p>Forest Academy is on track to achieve the Primary Science Award (now postponed to February) and our subject lead was asked to speak at a local STEM conference. In recognition of our outdoor learning and Forest Schools work, we were awarded the Gold Green Tree Award from the Woodland Trust, with the view to achieving platinum in November. Our Geography Mark application has been made, and we are hoping to achieve the silver award. Similarly, we are in the latter stages of renewing our Arstmark Silver Award. The School has retained the Gold Schools Games Award for PE.</p>
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Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Reviewed June 2020 and impact
E) Children to attend regularly and punctually so that no learning time is lost.	<p>Overall attendance to be above 96% and vulnerable groups to be inline. Safeguarding and Welfare Officer to monitor closely and use first day calling. Early discussions with parents and children to identify underlying reasons for poor attendance. EWO to be involved at earliest opportunity. Attendance policy to be reviewed and followed to minimise parents taking holiday in term time.</p>	<p>'...where patterns of irregular attendance are picked up in nursery and reception, parents will be supported to get their children into school. Children with the worst attendance in the early years tend to come from the lowest socio-economic groups where attainment on entry to primary schools is often already notably lower than that of their peers. By ensuring that the parents of these children get into good attendance habits, schools will be able to do the work required to narrow this gap.' Charlie Taylor, Improving Attendance at School</p>	<p>All absence is tackled appropriately. Attendance increases and no groups is below 96%. Unauthorised absence is reduced as parents recognise expectations. Attainment will improve as children have maximised all learning opportunities.</p>	SLT	<p>All absence has been tackled however, due to COVID 19, attendance figures are not being reported.</p> <p>The Safeguarding and Welfare Officer has been proactive in her efforts to engage with parents. The EWO has met with parents appropriately.</p>

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Reviewed June 2020 and impact
<p>F) Parental engagement increases and aspirations to be higher.</p>	<p>Early Parents' Evening to communicate routines and expectations. Registers to be taken for attendance. Parents who do not attend will have information sent to them.</p> <p>Class teachers to monitor completion of home learning e.g. reading, spelling, times tables and lexia.</p> <p>Class teachers to do PE register, participation and correct PE kit.</p> <p>Additional Parent Progress meetings for children making slow progress and clear targets set to address barriers to learning.</p> <p>Continue to celebrate all children's achievements in school to encourage full participation.</p> <p>Provide opportunities for parents to participate in school events.</p> <p>Parents/carers to be involved in fundraising.</p>	<p><i>'The more engaged parents are in the education of their children the more likely their children are to succeed in the education system. School improvement and school effectiveness research consistently shows that parental engagement is one of the key factors in securing higher student achievement. Schools that improve and sustain improvement engage the community and build strong links with parents. Where schools build positive relationships with parents and work actively to embrace racial, religious, and ethnic and language differences, evidence of sustained school improvement can be found.'</i> J Goodall and J. Vorhaus.</p>	<p>Better communication with parent. Hard to engage parents are involved as the school has reached out to them.</p> <p>Children play a more active roll in their children's education.</p> <p>All stakeholders understand the vision and work collaboratively to achieve the best outcomes for children.</p> <p>All parents/carers are fully involved in different aspects of school.</p>	<p>SLT & all staff</p>	<p>Earlier Parents' Evenings in September were well received and attendance was high. Later in autumn term, additional pupil progress meetings were held for Pupil Premium children. These were very well attended. For parents unable to come into school, staff held meetings by phone. In February, we held mid-year meetings and issued progress reports and again, these were very well attended. Since the partial closure for COVID 19, staff have phoned parents weekly. Vulnerable families have also had call from the Safeguarding and Welfare Officer, the SLT and ELSAs.</p> <p>Home-learning is closely monitored and support offered e.g. Home-learning Clubs. The use of online learning e.g. Lexia, My Maths, Mathletics, Purple Mash and Tapestry had allowed teachers to continue to support children remotely. Facebook is a positive platform to encourage children and parents to engage in all aspects of school.</p> <p>Participation in all activities is monitored.</p>
<p>Planned expenditure to improve quality teaching for all: £55,148.37</p>					

6. Planned Expenditure																													
Academic year		2019 2020																											
ii Targeted support																													
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A) Children's language skills improve and this positively impacts on all areas of learning.	<p>(S&L) SALT support for identified children (Teacher/TA time)</p> <p>Makaton trained staff to identified children</p> <p>New resources purchased to improve CLL provision.</p>	<p>Research has shown that there can be a significant difference in vocabulary of different groups.</p> <p>The Early Catastrophe Paper (Hart and Risley, 2003) reports: Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from a professional family: 1,100 words</p>	<p>Staff have the necessary skill to meet the needs of individual children.</p> <p>Senior leaders to complete regular 'drop-ins' and observations.</p> <p>SENCo and assistant to carry out regular drop ins to monitor provision for vulnerable children</p> <p>SENCo and assistant, fortnightly book scrutinies to ensure appropriate differentiation is evident enabling children to make progress.</p>	<p>CE/ZH</p> <p>SG</p>	<p>Language Link Project (although all children have been screened, data refers to PP children only):</p> <p><16th Percentile (monitor in class – reports given to class teachers which identifies the area of weakness to be addressed within quality first teaching)</p> <p><5th Percentile (Discuss with SaLT)</p> <table border="1"> <thead> <tr> <th>Year R (15)</th> <th>No. of Children</th> <th>Outcome</th> </tr> </thead> <tbody> <tr> <td>Age Related Expectations</td> <td>10</td> <td></td> </tr> <tr> <td><16th Percentile</td> <td>0</td> <td></td> </tr> <tr> <td><5th percentile</td> <td>5</td> <td>4 children receive SaLT 1 child discussed with SaLT – referral not appropriate at this time.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Year 1</th> <th>No. of Children</th> <th>Outcome</th> </tr> </thead> <tbody> <tr> <td>Age Related Expectations</td> <td>13</td> <td></td> </tr> <tr> <td><16th Percentile</td> <td>1</td> <td>The child receives SaLT and holds multiple diagnosis including Global Developmental Delay</td> </tr> <tr> <td><5th percentile</td> <td>1</td> <td>The child receives SaLT and holds a diagnosis of Double Duplication</td> </tr> </tbody> </table>	Year R (15)	No. of Children	Outcome	Age Related Expectations	10		<16 th Percentile	0		<5 th percentile	5	4 children receive SaLT 1 child discussed with SaLT – referral not appropriate at this time.	Year 1	No. of Children	Outcome	Age Related Expectations	13		<16 th Percentile	1	The child receives SaLT and holds multiple diagnosis including Global Developmental Delay	<5 th percentile	1	The child receives SaLT and holds a diagnosis of Double Duplication
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<p>(Phonics and SP&G) To have rigorous basic skills approaches in place for phonics and grammar.</p> <p>In EYFS/KS1, increase daily reading with a focus on blending. (Teacher/TA time)</p> <p>Daily skills practice to focus on spelling, punctuation and grammar. Include Lexia (Teacher/TA time)</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year-olds) as they begin to read.</p> <p>The use of a systematic synthetic phonics programme was shown to give children a flying start with their reading, writing and spelling, it was effective for catch-up, it reduced special educational needs across the schools and it enabled higher numbers of children to transfer to their secondary schools well equipped to access the</p>	<p>Monitoring of T&L.</p> <p>Analysis of phonics data.</p> <p>SLT to hear children read and check they are blending.</p>	<p>SG/MN</p>	<p>All staff have now completed an 'Introduction to teaching phonics' course.</p> <p>Of the Year 2 children that did not pass the phonics screening in year one, 90% were predicted to pass this year. A targeted action plan ensured this was possible, adding additional 'short-bursts' of phonics throughout the day with a focus on blending.</p> <p>Vulnerable children, who were not able to regularly access Lexia at home were encouraged to attend a lunch time club, or several after school clubs to ensure they had the support necessary to progress – including the individualised planning instruction.</p>													

	<p>Target vulnerable children for Home-learning Club, Lexia, lunchtime ICT use etc. (Teacher/TA time)</p>	<p>curriculum," Grant (2013)</p>			<p style="text-align: right;">N-Year 6</p> <p style="text-align: center;">Progress</p> <p style="text-align: center;">Students working Above, In or Below Year Level of Material (YLM).</p>  <p style="text-align: center;">79 Students ⓘ</p> <p>Lexia progress: Of the children who have access to Lexia, the number of children working below year level material (YLM) has decreased from 71% to 24%. The percentage who started at YLM and those currently accessing YLM has increased from 18% to 49%. The percentage working above YLM has also increased from 11% to 27%. Due to the positive impact and uncertain times due to COVID, all children will have Lexia from September to ensure any gaps are identified and addressed.</p>
	<p>(Reading) Planned additional time to read with an adult in school for children whose parents are unable to do so. Provide core texts. (Teacher/TA time) Provide additional time to develop comprehension skills by focussing on language/vocabulary and inference, use VIPERS and SATs question stems, early morning or afternoon</p>	<p>Education Endowment Foundation found that disadvantaged pupils can make 5+ months progress using Accelerated Reader. Accelerated Reader diagnoses ranges of books appropriate for pupils, who then complete quizzes on books they have read.</p> <p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in</p>	<p>Pupil perception survey to understand children's perception of reading and books in school.</p> <p>SLT to select children to hear them read.</p> <p>Core texts are planned for in MTP. Children who complete the FFT will have read a good range of high-quality texts.</p> <p>Lexia/AR/RS data to be</p>	<p>SG</p>	<p>Pupil Voice – Reading for Pleasure (June 2020):</p> <p>Of the 56 respondents, 12.5 % identified themselves as being eligible for free school meals.</p> <p>Of these children:</p> <ul style="list-style-type: none"> • 71% believe that the more they read, the better they become at it. • There is no gender gap, with 0% of children saying reading was more for girls than it is for boys. • 100% of these children believe we have a good selection of books in school, although

	<p>intervention. (Teacher/TA time) Herts for Learning – Reading for Fluency project (Teacher/TA time)</p>	<p>accessing and engaging with the curriculum.</p>	<p>triangulated with teacher assessment from reading passports.</p> <p>SLT to monitor the regular use of reading passports to inform assessment.</p> <p>Staff to have a good understanding of the importance of good prosody to aid reading for meaning.</p>	<table border="1" data-bbox="1559 124 2141 188"> <thead> <tr> <th data-bbox="1559 124 1693 188">Year 2 Data</th> <th data-bbox="1693 124 1917 188">Reading PP</th> <th data-bbox="1917 124 2141 188">Reading Non-PP</th> </tr> </thead> <tbody> <tr> <td colspan="3" data-bbox="1559 188 2141 507"> <p>28% are not sure how to choose a book they would like themselves and prefer someone else picking books for them.</p> <ul style="list-style-type: none"> • 85% like being read to, including listening to audio books. • Although children could not always identify specific authors, they could talk about the genre of books they liked (funny, humorous). • 57% have library cards. </td> </tr> </tbody> </table> <p>FFRs has been updated to reflect the responses, including further emphasis on non-fictions texts. Core texts have also been updated to reflect the cohorts' interest and ability.</p> <p>Accelerated Reader (KS2): Children complete the 'Star Reader' assessment each term. In UKS2, progress was inline (from September to December). However, in years 3 and 4, on average children made an additional 3 months progress above what was expected.</p> <p>Following each assessment, a report is generated for parents and teachers, identifying gaps in understanding. This has allowed collaborative working between home and school, ensuring provision addresses any misconceptions.</p> <p>Spring and Summer assessments missed due to COVID-19.</p> <p>Reading Fluency Project: Year 6 PP children who took part in the project, largely made accelerated progress as measured by AR (ranging from +6 months to +1yr and 3 months). Some showed enough improvement to move from WTS to EXS in mock SATs.</p>	Year 2 Data	Reading PP	Reading Non-PP	<p>28% are not sure how to choose a book they would like themselves and prefer someone else picking books for them.</p> <ul style="list-style-type: none"> • 85% like being read to, including listening to audio books. • Although children could not always identify specific authors, they could talk about the genre of books they liked (funny, humorous). • 57% have library cards. 		
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	<p>(Writing) Children regularly write extended pieces and receive effective feedback to edit and improve. Teachers will give useful feedback, and give the pupils guidance and time to react/respond to this. If required, targeted post teaching to fill gaps. (Teacher/TA time)</p>	<p><i>Good literacy skills underpin academic success in every subject.' 'In my view, the most important thing a school can do for its pupils—and for society—is to teach them to read and write well.'</i> Sir Kevan Collins, Chief Executive Education Endowment Foundation.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. 	<p>Teacher assessment using school's stated criteria.</p> <p>Gaps are addressed.</p> <p>Increase the % of children working at ARE and GD in each year group.</p>	SG	<table border="1"> <tr> <td>Year 2 Data</td> <td>Writing PP</td> <td>Writing Non-PP</td> </tr> <tr> <td>Expected +</td> <td>55%</td> <td>65%</td> </tr> <tr> <td>Higher</td> <td>9%</td> <td>22%</td> </tr> </table> <p>'Hook days' are an essential part of the IPEELL strategy. These are organised at the beginning of every new topic to increase each child's world knowledge of a subject area and give them a stimulus to begin writing. The use of SRL encourages children to reflect on their own learning and set their own learning goals, alongside the feedback from teachers. This is evidenced numerically on a score card and through the use of purple pen to edit and revise initial tasks. Gaps are quickly addressed.</p> <p>n.b. 6 out of the 11 PP children in this year group are also SEND/SEMH.</p> <table border="1"> <tr> <td>Year 6 Data</td> <td>Writing PP</td> <td>Writing Non-PP</td> </tr> <tr> <td>Expected +</td> <td>75%</td> <td>72%</td> </tr> <tr> <td>Higher</td> <td>31%</td> <td>24%</td> </tr> </table>	Year 2 Data	Writing PP	Writing Non-PP	Expected +	55%	65%	Higher	9%	22%	Year 6 Data	Writing PP	Writing Non-PP	Expected +	75%	72%	Higher	31%	24%
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B) More children are working at age related level as gaps have been filled and misconceptions addressed.	Pre/post teaching delivered as required. Children in KS2 who have been identified as having gaps in these basic skills, to have additional x3 sessions a week of Success in Arithmetic – a structured program teaching the four operations. (Teacher/TA time)	<p>Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations.</p> <p>Daniel Willingham (Psychologist at the University of Virginia) states: Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.’ Regular practice ensures consolidation.</p> <p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. 	<p>Staff know that it is their responsibility to address barriers to learning. Monitoring will focus on the actions taken by staff to fill gaps, recognise misconceptions and take appropriate actions.</p> <p>Pupil Progress meeting with SLT to focus on increasing progress and raising attainment.</p> <p>Staff to meet more regularly with parents of children making slow progress.</p>	HM	<table border="1"> <thead> <tr> <th>Year 2 Data</th> <th>Maths PP</th> <th>Maths Non-PP</th> </tr> </thead> <tbody> <tr> <td>Expected +</td> <td>55%</td> <td>70%</td> </tr> <tr> <td>Higher</td> <td>18%</td> <td>28%</td> </tr> </tbody> </table> <p>Daily arithmetic sessions are planned and delivered by all teachers to address misconceptions and regularly reinforce key concepts.</p> <p>Children follow the WRM scheme of learning. Misconceptions are quickly identified and targeted through post-teaching.</p> <p>N.B. 6 out of the 11 PP children in this year group are also SEND/SEMH.</p> <table border="1"> <thead> <tr> <th>Year 6 Data</th> <th>Maths PP</th> <th>Maths Non-PP</th> </tr> </thead> <tbody> <tr> <td>Expected +</td> <td>69%</td> <td>83%</td> </tr> <tr> <td>Higher</td> <td>31%</td> <td>28%</td> </tr> </tbody> </table>	Year 2 Data	Maths PP	Maths Non-PP	Expected +	55%	70%	Higher	18%	28%	Year 6 Data	Maths PP	Maths Non-PP	Expected +	69%	83%	Higher	31%	28%
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C) Children have the emotional well-being and behaviour support to enable them to maximise learning opportunities.	<p>ELSAs to provide support to children identified children. (TA hours)</p> <p>£Specialist support purchased when needed. E.g. educational psychologist.</p> <p>SENDCo and Safeguarding and Welfare officer work collaboratively to provide appropriate specialist support and screening. E.g. dyslexia (Teacher time)</p> <p>£CISS is bought in and support is effective.</p> <p>Sharing Parenting support is in place for families.</p> <p>Use evidence from CPOMS, exclusions and part time timetables to ensure behaviour is well managed.</p>	<p><i>'Improving children and young peoples' mental wellbeing will positively impact on their cognitive development, learning, physical health, mental health and social and economic prospects in adulthood⁶. Poor mental wellbeing increases the likelihood in later life of:</i></p> <ul style="list-style-type: none"> • <i>poor educational attainment</i> • <i>antisocial behaviour</i> • <i>drug and alcohol misuse</i> • <i>teenage pregnancy</i> • <i>involvement in criminal activity</i> • <i>mental health problems⁷.</i> <p><i>Those with better mental wellbeing are likely to deal better with stressful events, recover more quickly from illness, and be less likely to engage in behaviours which may put their health at risk.'</i> Public Health England</p> <p>91% of ELSA's commented that working as an ELSA has helped facilitate improved outcomes for pupils accessing sessions. (The ELSA programme in Cheshire West and Chester – Evaluation Report, DR. Lisa Edwards, September 2016.</p>	<p>School will put in early intervention and seek more specialist support as appropriate. All children will be able to make good academic progress as they are mentally supported to be successful.</p> <p>Close collaboration with families will secure early appropriate intervention/support. Early intervention is effective and those requiring more specialist support get help promptly.</p>	TW/ZH	<p>SNAP assessments are carried out for children who are identified as having additional cognition and learning needs. The report that this generates is shared with parents and class teachers to ensure provision targets the needs of individuals. Collaborative working between school and home is encouraged.</p> <p>Currently, 19.4% (19/98) of PP children have identified SEND compared to 18.3% for the wider school.</p> <p>Across the school, 42/366 (11.5%) are classed as 'Priority Learners'.</p> <p>Pupil Premium children classed as 'Priority Learners' is 7/98 (7.1%). So children who are PP are not disproportionately priority learners.</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>Children NOT PP Assessed</th> <th>Children PP Assessed</th> <th>Outcome for PP assessed</th> </tr> </thead> <tbody> <tr> <td>Reception 57 children</td> <td>2/42</td> <td>0/15</td> <td>No PP children required SNAP</td> </tr> <tr> <td>Year 1 59 Children</td> <td>1/43</td> <td>0/16</td> <td>No PP children required SNAP</td> </tr> <tr> <td>Year 2 57 Children</td> <td>0/46</td> <td>0/11</td> <td>No PP children required SNAP</td> </tr> <tr> <td>Year 3 59 children</td> <td>0/45</td> <td>7/14</td> <td>1 referred to Ed Psych with referral for Developmental</td> </tr> </tbody> </table>	Cohort	Children NOT PP Assessed	Children PP Assessed	Outcome for PP assessed	Reception 57 children	2/42	0/15	No PP children required SNAP	Year 1 59 Children	1/43	0/16	No PP children required SNAP	Year 2 57 Children	0/46	0/11	No PP children required SNAP	Year 3 59 children	0/45	7/14	1 referred to Ed Psych with referral for Developmental
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						Year 4 50 children	4/33	4/17	1 referral to GP for ADHD traits 1 identified no learning needs 2 with traits of dyslexia identified with Dyslexia Outreach approaches put in place
						Year 5 41 children	3/32	0/9	No PP children required SNAP
						Year 6 45	1/29	1/16	1 later diagnosed with ADHD and 'Mild Intellectual Disability.

					<p>Forest data shows you are no more likely to have SEMH if you are PP compared to non PP children. 17% of PP children have been identified with SEMH and have engaged with suitable provision. e.g. CISS support, support from the school nursing team and working with our Safeguarding and Welfare Officer. Where this is most successful, children who historically have held BSPs, now only require monitoring.</p> <p>10 out of the 25 children attending ELSA sessions are PP. Provision continued via telephone during school closures, to offer support and signpost ways to get help.</p> <p>Safeguarding and Welfare officer monitors CPOMs and liaises regularly with parents and staff, signposting early help (including Sharing Parenting, Emotional and Well-being Hub, Bereavement support, school nurse referrals, Suffolk Parenting HUB)</p>
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ii Targeted support

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and impact
D) Children will increase their cultural capital through exposure to quality texts, resources, enrichment activities and life experiences.	<p>£Provide core texts KS2.</p> <p>£Subsidise enrichment/enhancement activities and trips.</p> <p>£Pay for accreditation of KS 2 to complete Arts Award.</p> <p>£Target for Outside learning and Forest Schools club.</p>	<p><i>'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'</i> The National Curriculum</p> <p>Sutton Trust research on the major factors outside (and inside) the school gates that boost the educational progress of bright poor children and found students were nine times more likely to get good A-levels when they did</p>	<p>SLT to target reading through SDP. All CTs to plan enrichment and enhancement opportunities which must have a clear objective and rationale.</p> <p>Registers of participation to be kept. Disadvantaged children to be encouraged and supported to participate.</p> <p>Monitor and encourage all children to be involved in a broad range of opportunities.</p> <p>Forest Cultural Capital Challenge to be monitored and celebrated e.g. display and Facebook.</p> <p>Artsmark Silver Award accreditation.</p>	SLT	<p>In KS2, PP children are given copies of the core text. This has allowed some pre-teaching and where possible, audio books are signposted so that they can listen and read along at home. Owning the book helped to develop a culture of reading for pleasure with only 14% of PP children in the recent June 2020 survey saying they only read when they had to.</p> <p>PP children were offered free or highly subsidised places on numerous trips and given first refusal. Enrichment opportunities included a trip to London to watch the West End production of The Lion, the Witch & the Wardrobe, the Tutankhamun exhibition. Going to the theatre and visiting a gallery were both listed in the Forest Flyers initiative.</p>

		<p>daily homework. They were much more likely to get good grades if they read books at home for pleasure – not just those books they had to study for school. And their results improved if they had visited museums, galleries and went on outings with their families or schools.</p> <p>‘It’s vital that children have the opportunity to learn and enjoy arts and culture from an early age. It develops their creativity, inspires future careers and enriches their childhood.’ Michael Ellis MP, Minister for Arts, Heritage and Tourism Department of Culture, Media and Sport</p> <p>‘Cultural education gives children and young people the opportunity to develop their creativity, both individually and collectively, and that’s why our goal is for every child and young person to have the opportunity to experience the richness of the arts.’ Darren Henley Chief Executive Arts Council England</p> <p>Ofsted Requirement: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all</p>	<p>Primary Geography and History Award accreditation.</p>		<p>Extracurricular clubs have been promoted and children encouraged to sign up. Clubs were organised to reflect a parental/pupil voice survey. No fee for PP children.</p> <table border="1" data-bbox="1554 228 1984 699"> <thead> <tr> <th>Club:</th> <th>% of children attending the club who are considered PP:</th> </tr> </thead> <tbody> <tr> <td>Coding</td> <td>36%</td> </tr> <tr> <td>Lexia</td> <td>33%</td> </tr> <tr> <td>Conservation – ‘the Bee Project’</td> <td>11%</td> </tr> <tr> <td>Home learning</td> <td>37%</td> </tr> <tr> <td>Dance</td> <td>45%</td> </tr> <tr> <td>Construction</td> <td>22%</td> </tr> <tr> <td>Cooking</td> <td>11%</td> </tr> <tr> <td>Girls football</td> <td>33%</td> </tr> </tbody> </table> <p>**All Year 6 PP children also attended after school boosters to support learning.</p> <p>Training staff has allowed more children to attend weekly Forest Schools sessions and benefit from regular outdoor learning.</p> <p>The Geography mark has been completed.</p>	Club:	% of children attending the club who are considered PP:	Coding	36%	Lexia	33%	Conservation – ‘the Bee Project’	11%	Home learning	37%	Dance	45%	Construction	22%	Cooking	11%	Girls football	33%
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		aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.			
ii) Targeted support					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and impact
E) Children to attend regularly and punctually so that no learning time is lost.	Early discussions with parents and children to identify underlying reasons for poor attendance.	'...where patterns of irregular attendance are picked up in nursery and reception, parents will be supported to get their children into school. Children with the worst attendance in the early years tend to come from the lowest socio-economic groups where attainment on entry to primary schools is often already notably lower than that of their peers. By ensuring that the parents of these children get into good attendance habits, schools will be able to do the work required to narrow this gap.' Charlie Taylor, Improving Attendance at School.	All absence is tackled appropriately. Attendance increases and no groups are below 96%. Unauthorised absence is reduced as parents recognise expectations. Attainment will improve as children have maximised all learning opportunities.	TW	Attendance is closely monitored by the Safeguarding and Welfare officer and early discussions had with parents if children drop below 95%. Up until March, Pupil premium attendance was 93% compared to 95% for non-PP children. This was set to improve following a new initiative before school closures.

ii) Targeted support					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and impact
F) Parental engagement increases and aspirations to be higher.	Parents' Evening registers to be taken for attendance and parents who do not attend will have information sent to them. Class teachers to monitor completion of home and target parents and children to provide additional opportunities to complete.	<i>'The more engaged parents are in the education of their children the more likely their children are to succeed in the education system. School improvement and school effectiveness research consistently shows that parental engagement is one of the key factors in securing higher student achievement. Schools that improve and sustain</i>	Better communication with parent. Hard to engage parents are involved as the school has reached out to them. Parents play a more active role in their children's education. All stakeholders understand the vision and work collaboratively to achieve the best outcomes for children. All parents/carers are fully involved in different aspects of school.	SLT	Staff have identified children's specific barriers to learning and had additional, regular meetings with parents. This has ensured the parents have a good understanding of the work we are doing in school and has allowed us to set mutually agreed targets to be worked on at home. These targets are then followed up in sequential meetings.

	<p>Class teachers to do PE register, participation and correct PE kit.</p> <p>£Provide kit for PP children.</p> <p>£Additional Parent Progress meetings with structured conversations for children making slow progress.</p>	<p><i>improvement engage the community and build strong links with parents. Where schools build positive relationships with parents and work actively to embrace racial, religious, and ethnic and language differences, evidence of sustained school improvement can be found.’ J Goodall and J. Vorhaus.</i></p> <p>‘The structured conversations have led to positive changes for both schools and parents in the home-school relationship’ – Achievement for All, National evaluation.</p>		<p>Many events throughout the year are organised to invite parents into school and these have been very well attended e.g. Stay and Play sessions (EYFS), Harvest festival, the French café, community project with Unity and Diversity.</p>
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Planned Expenditure Targeted Support £44,714.25

7. Planned Expenditure					
Academic Year				2019- 2020	
iii. Other approaches (Enrichment and experiences) Details to be added each half term as opportunities arise					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and impact
<p>D) Children will increase their cultural capital through exposure to quality texts, resources, enrichment activities and life experiences.</p>	<p>£Immersion days e.g. Miraiker’s world of Puppets, £Visits e.g. theatre, £Visitors: £Additional events: Careers Fayre, enterprise opportunities Children will complete the Forest Cultural Capital Challenge School will be recredited with Artsmark Silver Award and start to work towards Gold £All KS 2Children will complete Arts Award and 30% will achieve Silver. School will be awarded the Primary</p>	<p><i>‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’ The National Curriculum</i></p> <p>Sutton Trust research on the major factors outside (and inside) the school gates that boost the educational progress of bright poor children and found students were nine times more likely to get good A-levels when they did daily homework. They were much more likely to get good grades if they read books at</p>	<p>SLT to target reading through SDP. All CTs to plan enrichment and enhancement opportunities which must have a clear objective and rationale. Registers of participation to be kept.</p>	<p>SLT</p>	<p>In addition to subsidised clubs and trips (see above), opportunities are organised in school for all children. Our Facebook page showcases the broad and balanced opportunities our children have. This has included:</p> <ul style="list-style-type: none"> • Immersion/’Hook’ days to launch new topics (IPEELL) • author visits • pantomime • Forest Schools/outdoor learning • Harvest Festival

	<p>Geography Quality Mark and prepare for Primary History Quality Mark. £Outside learning will be embedded throughout the school.</p>	<p>home for pleasure – not just those books they had to study for school. And their results improved if they had visited museums, galleries and went on outings with their families or schools.</p> <p>‘It’s vital that children have the opportunity to learn and enjoy arts and culture from an early age. It develops their creativity, inspires future careers and enriches their childhood.’ Michael Ellis MP, Minister for Arts, Heritage and Tourism Department of Culture, Media and Sport</p> <p>‘Cultural education gives children and young people the opportunity to develop their creativity, both individually and collectively, and that’s why our goal is for every child and young person to have the opportunity to experience the richness of the arts.’ Darren Henley Chief Executive Arts Council England</p> <p>Ofsted Requirement: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p>	<p>Disadvantaged children to be encouraged and supported to participate. Monitor and encourage all children to be involved in a broad range of opportunities. Forest Cultural Capital Challenge to be monitored and celebrated e.g. display and Facebook. Artsmark Silver Award accreditation. Primary Geography and History Award accreditation.</p>		<ul style="list-style-type: none"> • Christmas performances • Unity and Diversity project – Windrush generation. • Community based art project – The Lost Words
Planned expenditure for other approaches (enrichment and experiences): £5,835.96					
Total expenditure:£105,698.58					