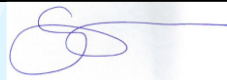


Forest Way School

Pupil Premium

Name: Gail Seaton

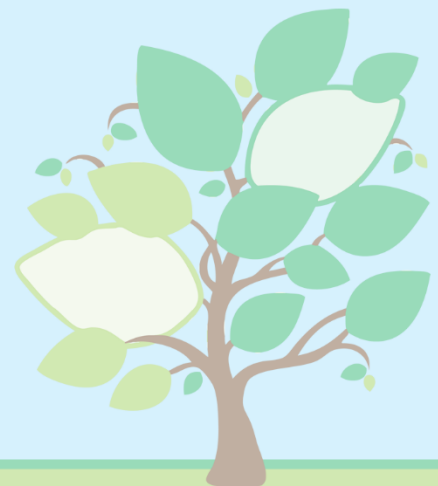
Signature:



Title: Head

Date: SEPTEMBER 2022

Next Review Date: SEPTEMBER 2023



Statutory

Non-Statutory

Pupil Premium Grant

Background

The Pupil Premium Grant was introduced in 2011 and allocated to children from low-income families who were eligible for Free School Meals, Service Children and any children who have been looked after (LAC) as defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority. Also eligible are children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order. Local authorities are responsible for looked after children in care and will make payments to schools and academies where an eligible looked after child is on roll. Payment will be made by the local authority to which the child is in care.

Eligibility for the Pupil Premium Grant is based on pupils recorded in the January census who have been eligible for free school meals (FSM) at any point in the last 6 years (Ever 6 FSM). The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Eligibility for free schools meals will be carefully monitored to ensure all pupils are taken into account when administering the funding.

In most cases the Pupil Premium Grant is allocated to schools and is clearly identifiable. It is for schools to decide how the Grant, allocated to schools per eligible pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

These resources will be used to target the appropriate children to impact directly on learning and will be measured through data analysis. The evidence of impact as a result of application of additional resource in respect of these pupils should also be recorded.

This policy will be approved by the Headteacher and Governing Body of Forest Way School as a fair and equitable means of distribution and meets the guidelines laid down by the Education and Skills Funding Agency.

Funding Received

YEAR	TOTAL	Ever 6 Data / AFC / Service Child	LAC	Funding Rate
2011-12	£12,921.66	£10,736.00	£2,185.66	£488 per pupil
2012-13	£27,664.32	£24,297.00	£3,367.32	£623
2013-14	£39,354.00	£35,154.00	£4,200.00	£953 (increased from £900)
2014-15	£57,188.30	£46,115.00	£11,073.30	£1,300 FSM/Ever 6 Primary £935 FSM/Ever 6 Secondary £1,900 LAC / Adopted from Care £300 Service Child / Ever 4
2015-16	£59,877.32	£55,005.00	£4872.32	£1,320 FSM/Ever 6 Primary £935 FSM/Ever 6 Secondary £1,900 LAC / Adopted from Care £300 Service Child / Ever 4
2016-17	£71,529.99	£65,760.00	£5,769.99	£1,320 FSM/Ever 6 Primary £935 FSM/Ever 6 Secondary £1,900 LAC / Adopted from Care £300 Service Child / Ever 4
2017-18	£77,641.75	£75,305.00	£2,336.75	£1,320 FSM/Ever 6 Primary £935 FSM/Ever 6 Secondary £1,900 LAC / Adopted from Care £300 Service Child / Ever 4

YEAR	TOTAL	Ever 6 Data / AFC / Service Child	LAC	Funding Rate
2018-19	£94255.54	£85845.00	£8410.54	£1,320 FSM/Ever 6 Primary £935 FSM/Ever 6 Secondary £2300 LAC / Adopted from Care £300 Service Child / Ever 4
2019-20	£85195.00	£82105.00	£3090.00	£1,320 FSM/Ever 6 Primary £935 FSM/Ever 6 Secondary £2300 LAC / Adopted from Care £300 Service Child / Ever 4
2020-21	£106442.37	£101400.00	£5042.37	£1,345 FSM/Ever 6 Primary £955 FSM/Ever 6 Secondary £2345 LAC / Adopted from Care £310 Service Child / Ever 4
2021-22	£106601.76	£96500.00	£10101.76	£1,345 FSM/Ever 6 Primary £955 FSM/Ever 6 Secondary £2345 LAC / Adopted from Care £310 Service Child / Ever 4
2022-23	£26796.00 (to date)	£26796.00	£0.00	£1,385 FSM/Ever 6 Primary £985 FSM/Ever 6 Secondary £2410 LAC / Adopted from Care £320 Service Child / Ever 4

2011/2012

Pupil premium has had a positive effect in improving the attainment of this group of pupils. The results of data analysis show that this group achieved outstanding progress in Speaking and Listening, Writing, Number and Science. Results for ICT and Reading were good. The results for PSHEC were slightly lower and will be the subject of targeted work in 2012/2013. The latter results need to be taken in the context of outstanding results in PSHEC 2010/2011.

2012/2013

The results of data analysis show that this that this group achieved outstanding progress. The one pupil who did not make progress was exhibiting extremely challenging behaviour all year and it is a credit to the school that her placement was able to continue here. She has now moved onto a more suitable provision to meet her needs.

2013/2014

In English: Reading, Writing and Speaking, Maths: Using & Applying and Number, ICT, PSHEC and Science the results for pupils in receipt of free school meals, who went up a P Level or National Curriculum sub-level were higher than the non-free school meal pupils. The results in Maths – Shape, Space & Measures were the same for both groups of pupils and the results for Listening were 3% higher for the non-free school meal group. Analysis of all the data shows that the Free School Meals group achieved outstanding progress and Pupil Premium is having a positive impact on the outcomes for this vulnerable group of pupils.

The results for LAC pupils in receipt of Pupil Premium were outstanding with pupils going up between three and five P Levels or National Curriculum sub-levels during 2013-14.

2014/2015

This year Pupil Premium has been used to fund additional Speech and Language Therapist time, a qualified Aromatherapist for pupils with sensory needs and also those with emotional/behavioural needs who need to develop their skills or managing their own behaviour. It has also provided enhanced staffing for a LAC pupil at risk of exclusion.

This year we have also changed the use of the funding from providing additional staffing across the key stages to funding a Senior Teaching Assistant post. This member of staff works one to one with pupils to develop specifically targeted reading, writing, number and shape, space and measures skills. The work is set and monitored by the Executive Deputy Headteacher and specifically targets those areas which are a barrier to achieving the next concepts in our small steps curriculum and the next P level/National Curriculum level.

The impact this year in Reading has been that 44.83% of FSM pupils are in the upper quartile. This compares to 59.12% who are not FSM. In Writing 41.38% of FSM pupils are in the upper quartile compared to 58.39% of pupils who are not FSM. In Maths – Using and Applying 41.38% of FSM pupils are in the upper quartile compared to 53.28% of the pupils who are not FSM. In Maths – Number 62.07% of FSM pupils are in the upper quartile compared to 48.18% of the pupils who are not FSM. In Shape, Space and Measures 55.17% of FSM pupils are in the upper quartile compared to 57.66% of the pupils who are not FSM.

In our provision for pupils who are year 1 and 2, pupil premium has been used to fund additional staff for these very young pupils within their classes. The impact of this has been an increase in all pupils' developmental levels on the Development Matters in the Early Years Foundation Stage.

Overall this data shows that our use of Pupil Premium is making a very positive effect on narrowing the gap between pupils from wealthier backgrounds and those from less favourable backgrounds.

In addition this year we have been inventive in our use of Pupil Premium using it to support pupils in the following ways:

- Pupils who are displaying challenging behaviour at home and school – we have bought additional equipment to specifically motivate these pupils into better managing their own behaviour in all settings and this has impacted positively.
- A LAC pupil has had additional time with their family over lunchtimes as Pupil Premium has been used to provide transport for parents to come regularly into school. This has led to improved behavior and self-esteem.
- A FSM pupil has had transport funded to allow them to attend Athletics Club one afternoon per week.

2015/2016

Details of how 2015/2016's allocation was spent

During the financial year 2015/16, Forest Way had 49 pupils between Reception and Year 11 registered for free school meals at any point in the last 6 years, as well as 13 additional pupils who were looked after, adopted from care or service children and therefore received £59,877.32 of Pupil Premium funding.

This year Pupil Premium has been used to fund additional Speech and Language Therapist time, a qualified Aromatherapist for pupils with sensory needs and also those with additional emotional, behavioural and mental health difficulties who need to develop their skills of managing their own behaviour. It has also been used to provide additional staffing, experiences and pastoral support for LAC pupils.

The impact of this expenditure on the educational attainment of those pupils at the school

The impact this year can be seen by looking at the percentages of pupils in Key Stages 2 to 5 in receipt of the Pupil Premium grant that are performing above their expected levels:

Reading	51.11%
Writing	37.78%
Maths – Using and Applying	42.22%
Maths – Number	55.56%
Maths – Geometry and Measures	37.78%

For pupils in our EYFS and Key Stage 1 we have used the funding to provide additional staffing in the three early years classes.

We continually monitor the use of this funding to meet any additional needs as they arise and have continued with funding for other innovative initiatives such as providing transport to allow a small group of pupils to access after school clubs including Athletics and Drama.

The results for the LAC pupils in receipt of Pupil Premium in 2015-16 are outstanding. Three of the pupils were new to the school during 2015-16 and have made small steps progress since arriving at Forest Way. One LAC pupil is within EYFS and the remaining two pupils have evidenced progression within P Levels or National Curriculum sub-levels analysis.

2016/2017

During the academic year 2016/17, a total of 71 out of 206 (34%) students from Reception to Year 11 were eligible to receive the Pupil Premium grant either as a result of being entitled to 'free school meals' and/or were a 'looked after child'. Pupil Premium grant was used to fund the following strategies:

Individual pupils were identified each term and individual work carried out based on their needs. Development focuses: Six Fixed Sessions a week < adjusted by day needs related to Behaviour.

First Term:

- Enrichment programme development.
- Relationship development and play sessions.
- Individual Behaviour Coaching.
- Implementation of school support system.
- IEP support and Breakfast club.

Second Term extras:

- Individual student and intensive interaction programme.
- Set up of small work groups – Behaviour coaching.
- Development of student drop in programme.
- Offsite Enrichment sessions.
- Named people creation and interdepartmental support.
- Development of the crisis action plan system.

Final Term extras:

- Individual and group work targeting Self-esteem.
- Behaviour patterns and hot spots targeting.
- Group focused social and behaviour management sessions.
- Adaptation and speciation of ERD for school setting.
- Completion of stage one Crisis Action plan.

Individual continuations summary final term:

- Year 3 male: Demonstrated low level disruptive behaviour, early signs of aggression and instinctual physical and verbal aggression. Development of effective de-escalation and trusting relationship. Through targeted class drop in support and end of day play session. One to one individual behaviour coaching sessions, working round safety in school and developing a friend groups. Demonstrated great improvement in class room and session participation after first term high level of support. Also showed better levels of impulse control and concentration after doing six sessions of individual and group behaviour coaching.
- Year 11 male: Demonstrated strong levels of EDA, and the responding behaviour was low level pupil disruption. Developing relationship through small group work, of other students in PE enrichment. Tried putting him into work and buddy system.
- Year 10 female: Demonstrated high levels of disruptive behaviour at the start of the year, supported with classroom drop in and lunch time sessions focusing on her need to get back into eating in school. Continued the drop in check in and support during stressful times, once lunch time routine had been established. For the last two weeks, she sat with her peers at lunchtime.
- Year 4 female: Completed observation and one to one support session, she continued to show good behaviour improvement, when working with her class team. Started to put into place behaviour methods to be used across key stage. Identified the need for a crisis plan to cover fire escape protocol. Still provided drop in sessions and cover her support needs at play time.
- Year 6 female: Continued to monitor all transitions and develop a clear protocol for all personal needs support, including her new swimming sessions and support requirements for fire protocol. Three additions to crisis plan to cover new behaviours presented this term.
- Year 10 male: Primary focus on establishing a high level of personal interaction to do day enquiries into taking his meds. Continued work in a small PE enrichment group, working on supporting fellow students. Also having small group session on behaviour coaching related to his still quick to anger and use of bad language with younger students.
- Year 10 male: Main focus on his interpersonal skills in new and stressful situations and his self-esteem. Continued development in small PE enrichment group, with a new focus of him working on supporting fellow students
- Year 4 male: Full week support working around two fixed day sessions. Transitional change for three sessions to two stopping morning check-in unless having difficult week. Has shown great improvement with using other staff for the end of the day transition and reward play session. He has reached full lesson participation except in Forest Schools, but has still completed work on request.

Completed a full swimming rotation after an over three year absence for swimming at school, with behaviour Grade 8 supporting in the water.

- Year 10 male: Continues to require support on an intermittent bases, work based session support of his three key session, where behaviour is most challenging is presented.
- Year 1 male: Full session out of classroom support targeting behaviour through an incisal set of intensive interaction. This terms primary focus is on creation of his crisis action plan and fire protocol.
- Year 1 male, full session out class support targeting behaviour through intensive interaction. Working around behaviour coaching in ending activities and working with new people.

Summer term individual focus interventions:

- Year 7 and 8 males: Development of a small PE enrichment group, working on responsibilities and behavioural restraint.
- Year 4 male: Full session out of classroom support targeting behaviour through intensive interaction. Development and implementation of behaviour programme around self-stimulation in school.

Short duration specialist one-to-one time. (IEP/Breaks/Assembly).

- 1 x pupil: Over brake/lunch time, intensive interaction when appropriate.
- 4 x pupils: IEP time support and over Assembly, Child led intonation activates.

Short term monitoring:

- 4 x pupils: Checking, lunch time and end of the day.

Nutritional provision (breakfast club and lunch support).

Breakfast club- 15 pupils have been attending

Lunch time support Reviewed

- 3x pupils

Physical Education support.

Extra swimming sessions

- 1 x pupil continued progress on his aquatics therapeutics (completing his three sessions a week)

BMX sessions

- 2 x groups of key stage 3 and pupils completed a 4 week block of BMX sessions at Elsmere College
- Snooker clubs (Thursday and Fridays Only)

2017-18 Analysis

See Pupil Premium Strategy Statement for 2017-18 evaluation

2018-19 Analysis

See Pupil Premium Strategy Statement for 2018-19 evaluation

2019-20 Analysis

See Pupil Premium Strategy Statement for 2019-20 evaluation

2020-21 Analysis

See Pupil Premium Strategy Statement for 2020-21 evaluation

2021-22 Analysis

See Pupil Premium Strategy Statement for 2021-22 evaluation