



Pupil Premium Strategy Statement 2025-26

This statement details our school's use of pupil premium funding for the academic year 2024-25 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 |
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| School name | Forest Hall Primary |
| Number of pupils in school | 145 |
| Proportion (%) of pupil premium eligible pupils | 39% (56) |
| Detailed Breakdown 2025-26 | FSM6 54 pupils Post LAC 2 pupils Service children 0 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025 – 26 to 2027-28 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | November 2026 |
| Statement authorised by | FHPS Governing Body |
| Pupil premium lead | Carmel Parker Headteacher |
| Governor / Trustee lead | Laura Hanes |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £87,070 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £87,070 |

Part A: Pupil premium strategy plan

Statement of intent

At FHPS 37% of our pupils are eligible for Ever 6 FSM funding but the number of pupils in receipt of free school meals who will become eligible for Pupil Premium is likely to rise as family circumstances change and new pupils join school in year. Our strategy is flexible to accommodate changing numbers and to benefit all children.

Our intention is that all children will receive high quality teaching to sustain and improve their knowledge, skills and understanding to make good progress across the curriculum and be working securely within age related expectations.

We know that our children come to us with different pre-school experiences and with wide ranging individual abilities, needs and interests. Some of our children belong to vulnerable groups and may not be in receipt of FSM but are still facing disadvantage.

Needs and priorities can also change over time. Currently 41% of our SEN caseload of children at SEN support are also disadvantaged. We aim to respond to individual needs within a supportive learning environment using resources available to us.

Our internal assessment programme regularly reviews individual progress and well-being. Some children benefit from short term booster groups whilst others need long term research based intervention programmes. All interventions take entry and exit measures so progress and success can be measured. Other children may need support to develop and maintain their well-being such as an early help or young carer's assessment

The focus of our pupil premium strategy is to enable disadvantaged pupils to develop their potential to achieve and sustain good progress from their starting points, reducing the impact of common barriers identified by the Education Endowment Foundation (EEF).

In September 2024 the EEF reported that 75% of schools identified poor attendance and low reading levels as the greatest challenges affecting socio-economically disadvantaged pupils' academic achievement. The EEF also identified low self-esteem, limited access to language, poor parental literacy levels, low aspirations, low expectations, narrow experience of life outside of school and challenging home circumstances as typical barriers impeding the achievement of disadvantaged children. At Forest Hall Primary some of our disadvantaged children have experienced one or more of these common barriers during their time with us.

Key principles of the FHPS strategy

- All children receive high quality teaching and learning which meets their needs
- Children are taught in pure year group classes, working to their year group objectives
- Children are taught by experienced and effective teachers and teaching assistants

- Needs are regularly assessed and key issues for individuals, vulnerable groups and classes are identified, both academic and pastoral
- Actions to meet key issues for disadvantaged pupils are swiftly implemented and resourced in full or in part by the pupil premium grant
- Targeted academic support for disadvantaged pupils including the more able, either one to one or small groups
- Disadvantaged pupils who do not have a cognitive SEND need, to be working within age-related expectations in reading, writing and maths
- Disadvantaged pupils in Y6 who do not have a cognitive SEND need to meet the standard of the KS2 SAT tests in reading, maths and grammar, punctuation and spelling
- Disadvantaged pupils in Y1 and Y2 to meet the standard of the phonics check and those in Y4 to meet the standard of the multiplication check
- Ensure disadvantaged children are not financially excluded from participating in extra-curricular clubs and visits including residential overnight stays

Challenges

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

| Challenge number | Detail of challenge |
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| 1. | Reading fluency and comprehensions skills are underdeveloped in many of our disadvantaged children due to several factors including SEND; parental literacy skills and a reluctance to read for pleasure at home. It has been noticed that poorer readers who are also disadvantaged, are often passive readers who do not engage with texts read or fail to register and question unfamiliar vocabulary which impacts on their comprehension. |
| 2. | To increase the proportion of non-SEND disadvantaged pupils working within age related expectations in reading, writing and maths and continue to fill gaps in knowledge as they are identified. |
| 3. | Accurate spelling and punctuation is an issue across school and features as a key area for improvement in the development plan. For disadvantaged pupils with weaker literacy skills this is a barrier to their progress across all areas of the curriculum where writing is needed such as reports, fact files, explanations and accounts. |
| 4. | From entry to EYFS onwards, assessments and observations indicate a growing number of children demonstrate restricted language and communication skills. Many children have a narrow spoken vocabulary and lack the confidence and ability to articulate and express what they are thinking and feeling in terms of emotions, responding to situations, events and texts. Weaker oral skills impact on participation in discussion and learning across the curriculum. |
| 5. | Individual circumstances differ but some of our disadvantaged children also have SEND and/or challenging home situations which affect their outcomes. All |

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| | of our Young Carers are also disadvantaged as are 70% of our current SEND caseload. |
| 6. | Attendance data indicates that a slightly higher percentage of disadvantaged children do not have regular and punctual attendance. Attendance for 2024-25 showed non-Pupil Premium children had 95.53% attendance and Pupil Premium had 93.36%. Pupil Premium children had 2.61% unauthorised absences and non-Pupil Premium had 0.65%. |
| 7. | Mental health and well-being concerns and the time taken for external agencies to assess children is becoming a concern as children can become dis-regulated more frequently and this impacts on individual progress. 78% of our SEND and 42% of SEN K + FSM6 caseload have SEMH and or Communication and interaction as their primary need. |

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 |
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| <p>Quality first teaching for all</p> <p>Maintain a consistently high standard of teaching and learning from nursery to Y6 for all pupil groups.</p> <p>The DfE recommendations on improving standards in reading and writing enacted through CPD and revised practice and provision.</p> <p>Teaching staff reflect on their practice and deliver high quality teaching through focused CPD.</p> <p>This will impact positively on provision and outcomes for all disadvantaged pupils.</p> | <ul style="list-style-type: none"> Teaching and learning across the school will continue to be at least good. Provision meets the needs of all pupils including disadvantaged. Pupils make at least expected progress from their starting points. Pupils are actively engaged in their learning and attendance rates are at the NA A higher percentage of pupils from Y1 to Y6 are working within age related expectations for reading, writing and maths Pupil and staff morale remains high |
| <p>Disadvantaged pupil outcomes</p> <p>For disadvantaged pupils who do not have a cognitive SEND need, to be working within age-related expectations in reading, writing and maths and make at least expected progress from their starting point.</p> <p>For disadvantaged pupils who do not have a cognitive SEND need to reach the standard of key benchmarks; Year 1 & 2 phonics check, Y4 multiplication check and Y6 SATs.</p> <p>For disadvantaged children with an EHCP or at SEN support to continue to develop their knowledge and skills, making progress from</p> | <ul style="list-style-type: none"> Gaps in key concepts identified and closed Targeted academic interventions used effectively to support individual or small group key issues Steady improvement year on year in disadvantaged pupils making at least expected progress over an academic year. Steady improvement year on year of disadvantaged pupils reaching key benchmarks in line with NA. A higher percentage of disadvantaged pupils from Y1-Y6 who do not have a |

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| <p>their starting point and towards securing the objectives in their individual plans.</p> | <p>cognitive SEND need are working within age related expectations for reading, writing and maths</p> <ul style="list-style-type: none"> • Appropriate and effective provision for disadvantaged pupils with SEND enabling them to make steady progress towards securing their individual objectives. |
| <p>Reading fluency and comprehension For disadvantaged pupils: To develop the skills to read accurately and fluently with increasing stamina and comprehension. To read for enjoyment in school and at home.</p> | <ul style="list-style-type: none"> • Encouraging all children to read more often and widely outside English lessons is a key priority in 2025-26 with increased access to quality and engaging reading materials. • Read Write Inc phonics ability groups in Reception, Y1 and Y2 to develop early reading skills. • Regular RWI phonics assessments show steady improvement in securing sound recognition in year. • NFER reading comprehension shows a higher percentage of disadvantaged pupils operating at and above ARE in year and over time. • YARC individual assessments identify specific weaknesses in reading skills which are then addressed by interventions. • Effective interventions strengthen understanding and skills to increase targeted individuals' fluency and comprehension. • A higher proportion of children in Y3 and 4 have become independent readers and are competent and fluent readers. • The KS2 Library Club is well attended giving pupils the opportunity to select books to take home, fostering a love of reading and access to current children's authors. |
| <p>Writing across the curriculum For disadvantaged pupils: To develop an automatic and legible handwriting style to effectively communicate their ideas, responses and understanding. To use age appropriate punctuation accurately in their writing across the curriculum. To spell high frequency and year group vocabulary accurately using spelling patterns taught.</p> | <ul style="list-style-type: none"> • Writing outcomes improve with a higher proportion of disadvantaged children working within age related expectations. • Writing scrutiny across the curriculum shows greater accuracy in sentence demarcation and spelling of known words. • Written work is legible with letters formed correctly of an appropriate size and position on a line. • HAST spelling tests show a steady improvement in scores. |

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| | <ul style="list-style-type: none"> • Termly NFER assessments in GPaS show an in-year improvement in scores. |
| <p>Speaking and listening skills</p> <p>To extend disadvantaged children’s understanding and use of vocabulary from nursery onwards through increased exposure to a wider and richer vocabulary. This includes both general and specific topic related vocabulary in speech, play and written work.</p> <p>To give them the skills and confidence to express their ideas, feelings and responses out loud. Also to understand turn taking, listening and responding to others in conversation, discussion and debate.</p> | <ul style="list-style-type: none"> • Speaking and listening termly assessments will show a steady decline in the number of disadvantaged children below age related expectations. • Observations will note that a wider vocabulary is being used in play and discussion. • Wider curriculum assessments and work scrutiny will show that topic specific vocabulary is being internalised and applied in writing. |
| <p>Attendance and punctuality</p> <p>Increase attendance rates for disadvantaged pupils across school, ensuring that the number of pupils eligible for pupil premium who are persistent absentees (PA) decreases in year.</p> | <ul style="list-style-type: none"> • Overall attendance rates for disadvantaged pupils will improve and be at least in line with national figures and comparable with other pupil groups. • Punctuality will improve for the disadvantaged pupils who regularly miss either speed sounds or maths mash-up sessions. • There will be a significant decrease in the number of persistent absentees among pupils eligible for PP. This will be at least in line with national and comparable with other pupil groups. • Child focused attendance and punctuality incentives motivate children to attend school regularly and on time. |
| <p>Access opportunities</p> <p>To enable disadvantaged pupils to access clubs, visits and residential experiences offered to all pupils.</p> | <ul style="list-style-type: none"> • Disadvantaged pupils take part in extra-curricular activities offered to all pupils to take part in the wider life of the school. |

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: approx. £57,146

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Maintaining pure year group classes.</p> <p>School has a falling role and is to be relocated to the site of a closing primary school accommodating their remaining children by September 2026.</p> <p>This has further impacted on pupil numbers since September 2025 as parents have moved their children to nearby schools.</p> <p>In school all year groups bar Y5 are under 20 pupils, [December 2025].</p> <p>Due to low numbers in KS1 2023-25 there was a mixed KS1 unit of under 30 pupils. Pupil numbers in September justified returning to pure year group teaching in KS1 and throughout school.</p> <p><i>(Maintaining pure group classes 2025-26 is partly funded by pupil premium).</i></p> | <p><i>EEF Guide to the Pupil Premium</i></p> <p><i>'The Pupil Premium is designed to support schools to raise the attainment of socially disadvantaged children. However, many of the most effective ways to do this—including improving the quality of teaching—will also benefit other groups.'</i></p> <p>Maintaining high quality teaching is key to improving pupil outcomes and EEF research states that high quality class teaching is the most effective way to reduce the gap between disadvantaged and non-disadvantaged pupils.</p> <p>At FHPS we aim to maintain pure year groups across school to support high quality focused teaching developing year group specific objectives in literacy and numeracy and then apply these across the rest of the curriculum.</p> <p>Pure year groups enable teachers to continue to address gaps in learning as they emerge and embed age appropriate foundation skills in speaking and listening, reading, handwriting and number so that all children are equipped in readiness to access the next stage of their learning.</p> | <p>1, 2, 4, 5, 6,7</p> |
| <p>Retaining experienced and effective yet costly teachers and teaching assistants to deliver high quality teaching and learning across the curriculum and maintain high standards of behaviour. Also providing consistency and continuity of expectation and provision across school which in turn supports pupil well-being.</p> | <p><i>'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.'</i> [EEF Guide to Pupil Premium]</p> <p><i>'Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'</i></p> <p><i>'There is a strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they</i></p> | <p>1,2,3,4,5,6,7</p> |

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| <p>The Governing Body has recognised the strategic importance of maintaining the current staffing complement of highly experienced and effective teachers who are now all at UPS following the redundancy process in Summer 2025.</p> <p>The Governing Body value the crucial role of the teaching assistants in supporting and delivering teaching and learning and maintain high expectations by employing TAs at level 3.</p> <p><i>(Partly funded by pupil premium.)</i></p> | <p><i>are likely to be most effective when deployed alongside efforts to improve whole-class teaching, and attend to wider challenges to learning, such as attendance and behaviour...'</i></p> | |
| <p>Developing early reading, writing and numeracy skills in KS1</p> <p>Launchpad for Literacy grid is used to assess level of development across different aspects of literacy and pinpoint next steps in development.</p> <p>Read Write Inc Phonics programme is used to teach sounds and early reading skills to reception and KS1 children, 21% of whom are eligible for FSM6.</p> <p>RWI resources used to deliver the programme include an on line subscription to access downloadable materials and training videos.</p> | <p>RWI phonics is on the DfE's list of validated systematic synthetic phonics (SSP) programmes.</p> <p>Over time small ability groups have proved to be the most effective way of delivering RWI and securing phonic knowledge as evidenced by our historic phonics data.</p> <p>In the last 3 years FHPS Y1 phonics check outcomes have fluctuated dropping below the NA for the first time in 22-23 due to the small size and nature of the cohort. In 2023-4 the cohort was</p> | <p>1,2,3,4,6</p> |

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| <p>KS1 TA part funded to facilitate 3 ability groups to deliver RWI sounds and reading session in KS1.</p> <p>Read Write Inc resources to support learning in school and reading at home.</p> <p>KS1 TA part funded to support the teaching of maths in KS1 delivering Mastering number.</p> <p><i>(Funded in part by Pupil Premium)</i></p> | <p>even smaller with each child worth 9% and the outcome was 7% below the NA. In 2024-25 82% of Y1 pupils met the standard which was just above the NA at 80%.</p> <p>Retakes in Y2 have shown an improvement on Y1 outcomes bringing end of KS1 outcomes back in line with the national average due to focused phonics teaching. In 2024-25 end of Y2 outcomes were 91% in comparison to the NA at 89%.</p> <p>‘Mastering Number at Reception and KS1 is a whole-class programme consisting of four short sessions each week, aimed at developing children’s fluency and flexibility with number.’</p> <p>The programme aligns with evidence from the EEF Early Years Toolkit (2021), which finds that early numeracy approaches can lead to seven months of additional progress. Mastering Number supports children through a learning trajectory in number sense, as highlighted in the EEF’s systematic review of mathematics in the Early Years and Key Stage 1 (Hodgen et al., 2020). This is particularly relevant for addressing the attainment gap, as studies show that children from disadvantaged backgrounds often have weaker number skills (Elliott and Bachman, 2018). [EEF 2025]</p> | |
| <p>Improving spelling accuracy in KS2</p> <p>Read Write Inc Spelling Programme Y3-6, 15 minutes whole class session per day based on phoneme/grapheme correspondence building a knowledge of word families and suffixes.</p> <p>Built in regular assessment to monitor progress.</p> <p><i>(Funded in part by Pupil Premium)</i></p> | <p>Proven approach underpinned by phonic knowledge, matched to the National Curriculum spelling requirements</p> <p>EEF recommend that spelling is actively taught [KS2 literacy Guide Nov 21]</p> | <p>1,2 & 3</p> |

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| <p>Reading fluency and comprehension</p> <p>High quality focused teaching of reading comprehension strategies by experienced and knowledgeable teachers.</p> <p>Independent free reading from Y4 onwards facilitated by SLA contemporary fiction loan. This exposes pupils to a wider range of quality contemporary fiction and encourages wider reading for pleasure, developing personal preferences.</p> <p>To purchase reading scheme books for children to take home to supplement existing stock and cater for older pupils who find reading challenging. Aimed to motivate and enthuse pupils to read outside of the English lessons using a controlled vocabulary.</p> <p>To purchase reading materials to motivate children to read for enjoyment and build reading stamina (<i>Reading loan SLA & book order part funded by Pupil Premium.</i>)</p> | <p>EEF</p> <p>‘The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.’</p> <p>‘Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.’</p> <p>High incidence of FSM6 pupils and SEND in KS2 reading below ARE.</p> <p>Our pupils’ growing lack of motivation to read for pleasure. (N Renaldi, ‘Follow the Reader’ TRG research paper 2023)</p> | <p>1, 2 ,3 & 4</p> |
| <p>NFER assessment materials</p> <p>Termly standardised assessments in reading, spelling, grammar and maths, aligned to national curriculum</p> | <p>NFER Assessments are backed up by over 75 years of assessment research, enabling teachers to confidently monitor attainment and pupil progress with alignment to national curriculum tests.</p> <p>NFER</p> | <p>1,2,3 & 4</p> |

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| <p>objectives to support teachers in tracking progress and attainment against national benchmarks. Outcomes also help to inform future plans for teaching and learning.</p> <p><i>(Funded in part by Pupil Premium)</i></p> | | |
| <p>CPD for teachers and support staff</p> <p>Teachers and TAs are keen to maintain and extend their skills through quality CPD which will ultimately benefit the children they teach.</p> <p>The priorities for staff development in 2025-26 are:</p> <ul style="list-style-type: none"> • To understand how to teach handwriting effectively, acting on the Writing Framework recommendations • To embrace Year of Reading 2026 initiatives to motivate children to read for enjoyment and develop their fluency and stamina. • Teachers to have the confidence to exercise their professional judgement in adapting maths programmes of study when needed to meet the needs of their cohort to embed the key learning before moving on. <p>To further develop understanding of early childhood trauma to</p> | <p><i>‘Spending on developing high quality teaching may include investment in professional development,’</i></p> <p>In house CPD using EEF materials when relevant.</p> <p>English lead to deliver awareness raising CPD on the simple view of writing and recommended approaches to the effective teaching of handwriting.</p> <p>Series of events/activities planned across Year of Reading</p> <p>Release time for maths lead to access Maths Hub TRG programme, feeding back to teachers in staff meetings to update them on best practice. Also to deliver demonstration lessons modelling how to teach problem solving strategies to colleagues.</p> <p>EP led CPD session</p> | <p>1,2,3,4,7</p> |

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| inform classroom practice | | |
| To develop understanding of neurodiversity in children and effective strategies to improve learning outcomes. | LA bespoke training on neurodiversity in children to improve the school experience and outcomes for children with autism in school. | |

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

Budgeted cost: approx. £29,818

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Targeted support in KS1 and KS2 from experienced teaching assistants | <p>Focused smaller group teaching</p> <p>EEF – Pupil Premium Guidance</p> <p><i>‘Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Classroom teachers and teaching assistants providing targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.’</i></p> | 1,3,4,6,7 |
| KS1 targeted 1:1 or 1:2 phonics practice, 15 minutes 3 x per week to support and embed Set 1 and 2 sounds, TA led | <p>RWI phonics is on the DfE’s list of validated systematic synthetic phonics (SSP) programmes.</p> <p>RWI Phonics half termly assessments</p> | Read Write Inc assessments 6x per year to measure progress and inform groupings. |
| Y3 & Y4 targeted 1:1 or 1:3 RWI phonic work, sets 2 & 3, reading practice, handwriting TA led | | |

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| <p>Y5 & 6 targeted small group or 1:1 spelling , handwriting and reading</p> <p><i>(Funded by Pupil Premium)</i></p> | | |
| <p>Keep-up sessions for targeted pupils in KS2 (Maximum 1:3) TA led Class teachers identify key concepts to be covered in either literacy or numeracy Sessions vary according to need and the programme of work from twice a week to daily sessions.</p> <p><i>(Part funded by Pupil Premium)</i></p> | <p>Targeted small group intervention EEF – Pupil Premium Guidance <i>‘Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Classroom teachers and teaching assistants providing targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.’</i></p> <p><i>Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.’</i></p> <p>EEF – Teaching and Learning Toolkit <i>Teaching assistant interventions has an average impact of +4 months</i></p> | |
| <p>The Speech and Language Therapy (SALT) assistant works 1:1 each week to support children with SALT programmes to improve their speech and language concepts. <i>(Part funded by Pupil Premium.)</i></p> | <p>SALT set programmes for individual children to improve their language concepts and sound pronunciation.</p> | <p>2,4,6,7</p> |
| <p>YARC assessments 1:1 to measure progress and next steps delivered by TAs.</p> | <p>Accurate assessment of understanding and next steps</p> | |
| <p>School led interventions to support SEND pupils in developing and</p> | <p>Targeted small group intervention EEF – Pupil Premium Guidance</p> | <p>1,2 & 4</p> |

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| <p>applying key skills and concepts.</p> <p>SEND individual programmes towards achieving plan objectives eg number bond and tables facts recall, handwriting, phonics, spelling, programmes. (Part funded by Pupil Premium)</p> | <p><i>‘Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Classroom teachers and teaching assistants providing targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.’</i></p> <p><i>Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.’</i></p> <p>EEF – Teaching and Learning Toolkit <i>Teaching assistant interventions has an average impact of +4 months</i></p> | |
| <p>KS2 1:1 Dyslexia individual programmes set by LA Dyslexia Team but implemented by TAs</p> | <p>EEF – Teaching and Learning Toolkit <i>Teaching assistant interventions has an average impact of +4 months</i></p> | <p>1,3,4,6,7</p> |
| <p>Lunchtime activities, TA led with objectives identified by class teachers eg multiplication tables recall, number bonds, key maths concepts, spellings, set 3 sounds, reading to an adult. (Part funded by Pupil Premium.)</p> | <p>EEF – Teaching and Learning Toolkit <i>Teaching assistant interventions has an average impact of +4 months</i></p> | <p>1,2,3,</p> |

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

Budgeted cost: approx. £1,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Library Club Opportunity for KS2 disadvantaged pupils to select fiction/non-fiction books to take home to</p> | <p>EEF <i>‘Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional</i></p> | <p>1,2 & 5</p> |

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| read and read in school to develop and extend personal reading preferences. <i>Book loan part funded by Pupil Premium.</i> | <i>support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.'</i> | |
| Extra curricular activities Eg visits, clubs, Y5 & 6 residential visit to Robinwood, Alston. Cost to parents of disadvantaged pupils is subsidised by Pupil Premium when needed. | As above | 5 |
| Reading incentives <i>Part funded by Pupil Premium</i> | As above | 1,2,4,5,7 |
| Tree Point Shop Incentives to reward positive effort and attitude each half term. <i>Subsidised by Pupil Premium.</i> | As above | 1,2,3,6,7 |
| Attendance and punctuality incentives, <i>Subsidised by Pupil Premium</i> | As above | 1,2,5,6,7 |

Total budgeted cost: £ 88,464

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 2024 to 2025 academic year.

The pupil premium strategy 2024-25 had a positive impact on improving outcomes for disadvantaged children at Forest Hall Primary, particularly in maths and also in reading fluency across school. The interventions led by teachers and TAs supported children in consolidating their understanding and skills so that 62.7% of disadvantaged pupils were reading within age related expectations by July 2025 and 8.9% were exceeding year group expectations. In maths, 66.4% were working within age related expectations and 7.1% were exceeding. Outcomes in writing were significantly lower, reflecting the pattern across school with 49% of FSM6 pupils working within age related expectations with 1% exceeding.

Children benefited from being taught in pure year groups for English and maths, working to year group objectives with additional targeted support provided to small groups to help children 'keep up not catch-up.'

Outcomes across school for all pupils in July 2025 showed an improvement on attainment in 2023-24.

In the Phonics Screener, 82% of Y1 children met the standard, (an increase of 9% on 2024) and 50% of disadvantaged children which was below the NA for FSM6. The cohort was small (17) and included 35% SEN K. 91% of Y2 pupils met the standard of the phonic check by July 2025 and 100% of disadvantaged pupils, exceeding the NA indicating again that actions taken to improve phonic knowledge in KS1 were successful.

The Y2 cohort was very small (13) and 69% were eligible for pupil premium. In the optional KS1 SATs 85% met the standard in maths and science with 62% in GPaS and writing and 69% in reading. Of the FSM6 children, 56% met the standard in reading, 78% in maths and 44% in writing.

At the end of KS2, 45% of the cohort were FSM6 and of those children, 23% were at SEN K. The cohort were taught in 2 groups for English and maths, meeting needs and providing appropriate challenge, resulting in a more positive outcome than in 2023-24. In reading and maths 79% met the standard, slightly above the NA and writing at 66% which is below the NA. Outcomes in combined reading, writing and maths were at the NA of 62%. The FSM6 pupils' outcomes were also positive and at or above the NA for similar pupils with reading at 77%, writing at 62% and maths at 62%. Combined RWM at 54%.

In the Y4 multiplication check the average score for the cohort was 22.9. 58% of the cohort were FSM6 and their average score was 22.11, both above the NA of 21. Pupils benefited from targeted support to recall their multiplication facts swiftly and accurately.

The proportion of disadvantaged pupils in each class in 2024-25 ranged from 12% to 69% and 42% of the school. Some of those pupils also had special educational needs and outcomes in relation to age related expectations (ARE) reflected this. *Of the pupils in school at SEN Support (K) 52% were also disadvantaged which was a decrease of 12% since 2022-23 and is broadly in line with the 2021-22 figure of 56%*

Across school, in July 2025 62% of disadvantaged pupils in years one to six were working within ARE in reading and 21% in writing and 20% in maths. 41% of Y1-6 pupils eligible for pupil premium were working within ARE for reading, writing and maths combined.

Progress rates for all disadvantaged pupils from their starting points in Autumn 2024 to July 2025 were positive with 74% making at least expected progress of 6 steps from their starting point in maths, 61% in reading and 58% in writing.

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 |
|-------------------------------------|-------------------------|
| Digimaps | |
| Get Set 4 PE | Getset4education.com |
| Kapow Primary Art and Design | Kapowprimary.com |
| KApow Primary Design and Technology | Kapowprimary.com |
| Letter-join | Letterjoin.co.uk |
| Purple Mash | 2simple.com |
| Read Write Inc phonics | Oxford University Press |
| Read Write Inc spelling | Oxford University Press |
| White Rose Maths | Whiterosemaths.com |
| Times Tables Rock Stars | Ttrockstars.com |