

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Forest High School
Number of pupils in school	288
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Mrs Amy Roberts
Governor / Trustee lead	Mr Nigel Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,483
Recovery premium funding allocation this academic year	£16,168
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£122, 651

Part A: Pupil premium strategy plan

Statement of intent

At The Forest High School we endeavour to ensure disadvantaged students can experience as many opportunities as they can whilst with us to ensure they are best placed to open the doors to University, Apprenticeships or the world of work. We recognise the need to deliver Quality First Curriculum and Teaching to all learners in all their learning experiences:

To enable all students to make more rapid progress

To enable all students achieve outcomes that are in line with the full learning potential, regardless of disadvantage or background.

Our plan aims to close the gap in achievement and outcomes between vulnerable and non-vulnerable learners by personalising planning and delivery; improve the quality of education for, and achievement of vulnerable learners strengthening leadership of and accountability for those areas. We draw on research (e.g. EEF) and our evaluation of our students to allocate funding to ensure all disadvantaged students make progress.

We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels. The key principle of our strategy is that we do not allow disadvantage to affect the entitlement our students have to a first-class education.

Key principles

To Improve Quality First Teaching across the school

To develop a sustainable relationship strategy using a targeted restorative approach to behaviour and a school model that ensures early identification of SEMH needs and identifies effective interventions.

Strategies to be embedded that ensure that absence is consistently addressed and/or mitigated by a consistent home learning strategy

To engender a strong sense of identity belonging and optimism about the future through the House system, enrichment programme and the Futures Programme

To develop greater consistency in terms of quality assurance processes across the school to reduce in-school variation in delivery of the curriculum and outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Inconsistency in teaching and learning experience of Disadvantaged students
2	Inconsistency in terms of personalised planning for the learning needs of Disadvantaged students
3	Inequalities in access to the curriculum through a lack of consistent approach to scaffolding challenging learning
4	A significant number of Disadvantaged students do not have age appropriate reading ages and struggle to access the curriculum successfully on a consistent basis
5	Too many GCSE level students lack age appropriate reading levels and this is having a significantly negative impact on the outcomes that they are achieving
6	Not all lessons yet show a consistently implemented diagnostic understanding of the learning barriers that specific Disadvantaged students are facing.
7	The significant number of Disadvantaged students who have a relatively low attendance and poor punctuality
8	Disadvantaged students are more likely to face challenges around access and inclusion
9	Too many Disadvantaged students are taking less academic and challenging routes at KS4 and in post 16 studies
10	Ineffective use of data in the school to support a personalised approach to develop effective interventions in class in addition to class learning
11	Too few Disadvantaged students are taking up leadership and mentoring roles in the school

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
<i>Teaching and learning will be consistently good across the school</i>	Drop ins/ observations/ Ofsted measure the learning experience of students to be good or exceptional.
Personalisation is the foundation of planning for all students	Data is used effectively in planning to ensure students make expected outcomes or exceed expected outcomes during in-house assessment and external exams.
All students have age appropriate reading levels	Testing shows that students have age appropriate reading age.
Diagnostic testing shows a clear correlation to in class support and improvements are seen in the results of in-house testing and external exams.	Data is effectively used by staff to identify areas of strength and weakness and support is monitored for success.
Persistent absence for disadvantaged students is reduced.	Persistent absence for disadvantaged students is the same or lower than students who aren't classed as disadvantaged.
An increase in disadvantaged students taking academic courses post-16 or equivalent level vocational routes.	All disadvantaged students enter level 3+ course. 100% of PP students attend a meeting with the careers officer in year 10 & 11. NEET figures for PP are in line with, or lower than, national average.
An increase in disadvantaged students being part of the student leadership and mentoring team within the school.	Disadvantaged students will make up a significant proportion of the leadership and mentoring teams.
Improve pupil behaviour for learning and engagement in lessons in order to impact positively on progress.	Reduce the number of behaviour incidents logged for PP students and bring in line with average for all students. Increased engagement is evident in lesson drop ins. Pupil voice reports high engagement in lessons.
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience.	A tracker will be in place to monitor the students involved in different opportunities outside of the classroom; this will link with financial PP tracking and will show data confirming demonstrable data
The Gap within Pupil Premium and Non-Pupil Premium will reduce in Y11	This will be evidenced through Year 11 tracker, teacher assessments, interventions, student academic mentoring meetings, formative assessments

<p>Pupil Premium students are making equal progress than non-Pupil Premium students</p>	<p>The gap between the progress of Pupil Premium and Non-Pupil Premium students to be closed. This will be evidenced through the use of teacher assessments, end of year exams and student academic mentor meetings.</p>
<p>Improve pupil progress and outcomes for all and especially for key cohorts.</p>	<p>PP students to achieve, or exceed, 4+/5+ basics, in line with national average for all students.</p> <p>PP students to achieve, or exceed, P8 averages, in line with national averages for all students.</p> <p>PP students to achieve, or exceed, ATT8 averages, in line with national averages for all students.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TEEP Level 2 and 3 training for the coaching/mentoring team	<p>The SSAT Teacher Effectiveness Enhancement Programme (TEEP) is the leading evidence-based teaching and learning framework and training programme for schools at all phases, enhancing teaching at every level with proven impact on outcomes.</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools</p>	1, 2, 3, 6, 10
Provide all staff with access to coaching and mentoring support programmes and use of IRIS connect	<p>It provides the opportunity for teachers to film their lessons and share them with others. IRIS allows for more personalised, relevant and supportive professional learning opportunities which have shown to be effective at improving learning outcomes within school, especially for those students who are disadvantaged.</p> <p>Evidence provided by EEF highlights the importance of CPD, as demonstrated in the case studies provided in their guide. (EEF 2020)</p>	1, 2, 3, 6, 10
To engage external expertise to review the quality first teaching provision for these students and make recommendations for improvement strategies.	<p>The purpose of the review is to improve the school's pupil premium strategy, so that we spend the funding on approaches shown to be effective in improving the achievement of disadvantaged pupils.</p>	1, 2, 3, 6, 10

<p>The purchase of research literature in order to establish a staff teaching and learning library.</p>	<p>Evidence from research provides insight into what has happened in classrooms in the past, but not whether it will be effective in the future. Careful judgement of the relevance and applicability of the evidence is necessary. Having access to the latest research for disadvantaged students for all staff, increases the understanding of the most effective strategies for increasing disadvantaged students progress.</p>	<p>1, 2, 3, 6, 10</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £44,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For the purchase of reciprocal reading materials for students (e.g. class sets of books);</p>	<p>Children in the FFT Literacy Reciprocal Reading targeted intervention group made the equivalent of 2 additional months' progress in both primary outcomes (overall reading and reading comprehension), on average, compared to the equivalent children in the other schools. This result has a moderate to high security rating.</p> <p>There was one significant positive effect of the universal version of FFT Literacy Reciprocal Reading on secondary reading outcomes of pupil comprehension meta-cognition.</p> <p>Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).</p>	<p>4, 5</p>
<p>Student materials for use within intervention(focused on personalised planning for learners using feedback from PP Champion)</p>	<p>EEF (2020) identifies that a tiered approach will be successful. Tiering the resources and activities to encourage students to participate in revision independently, i.e., targeted revision sessions, GCSE Pod, providing resources will encourage students to 'own' their learning outside of class</p>	<p>8</p>
<p>To fund PP Champion activities – interviews, home</p>	<p>Dedicated time for a one to one dedicated mentor who plans and monitors strategies throughout the</p>	<p>8, 11, 6</p>

visits, aspirational activities.	year will have an impact on the speed interventions can be assessed for effectiveness.	
P6 and victory hour funding for disadvantaged students	Targeted Academic Support has been shown to be effective, and is supported by the EEF toolkit https://educationendowmentfoundation.org.uk/	8, 11, 6

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

Budgeted cost: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To set up an alternative provision for disadvantaged students to access to regulate behaviour	EEF Teaching and Learning toolkit states that behaviour interventions and parental engagement are both effective strategies with moderate impact. (EEF online) +3months progress. Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. EEF Supporting Behaviour in Schools Guidance	2, 8, 10
To run a persistent absence minibuss, focus on disadvantaged	DERA Report details how to use support to engage hard to reach families including those affected by poverty, poor living environments and other areas that risk social exclusion. Outreach to Children and Families (ioe.ac.uk).	7
Prostars wellbeing and inclusion mentoring	The effect of lockdown did not expire as an immediate effect of the return to school. Children felt uncertain, fearful and isolated during current times' Singh et al (2020)	8
Careers interviews and mentoring, including transport to local events	The Government Pupil Premium publication states "The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve"	9
Disadvantaged mentoring scheme; tutor, head of house, SLT, Prostars	The effect of lockdown did not expire as an immediate effect of the return to school. Children felt uncertain,	7,8

	fearful and isolated during current times' Singh et al (2020)	
PP Champion	Dedicated time for a one to one dedicated mentor who plans and monitors strategies throughout the year will have an impact on the speed interventions can be assessed for effectiveness.	7, 8, 9, 11
STRIDE	Student voice activities provide evidence of their perceptions and help us gauge how students are benefiting from intervention	1,2, 3, 6
Extra-curricular Sport	Ensuring disadvantaged students have access to ensure physical wellbeing during several points of the school day https://www.nhs.uk/live-well/exercise/exercise-health-benefits/	8
Uniform etc	gov.uk signposts parents to ask local councils/schools directly for support with school uniform. BCC (website) states schools should also offer arrangements so that no family feels unable to apply for a place because of the cost of uniform	8

Total budgeted cost: £122,500

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 2020 to 2021 academic year.

TEEP is being used to link with personalisation of learning. Action plans on improving the outcomes of those who are not making progress have been completed and the strategies linked with TEEP. This will continue to be developed next academic year, as regular action plans for students not making progress will benefit those who need more support and guidance. Using student and staff voice to develop an understanding of any limitations should continue to be developed next year.

PP students had meetings with PP learning mentor to develop a profile to identify those classes where they feel they need more support. These are available on Class charts/provision map for staff to use in planning. Developing Parent voice and developing staff use of the information on the pupil profile needs to be the focus for next year. This has been reduced due to COVID.

STRIDE action points have been discussed at the faculty meetings. Feedback from STRIDE/Drop-ins and observations has been completed and support plans have been started for teachers who need more guidance on personalising learning for all.

The three-part start is consistently used in lessons across the school, based on evidence from learning walks. Where it hasn't been seen the staff member has been spoken to and it has been present during subsequent drop-ins. Weekly information on the briefing, looking at strategies for disadvantaged students based on research. Research on disadvantaged, also formed the basis for the INSET on personalisation.

In the Summer term, one of the PP champions delivered the initial part of the briefing each week, emphasising the importance of having strategies that work for disadvantaged students. Feedback from staff was positive about this approach and it helped them understand the barriers to learning and how to remove them.

Low stakes testing across the school has yet to be implemented fully. We know it is an effective strategy, so it is important we consider this in the implementation of new strategies moving forward. This is currently present consistently in Maths, Geography, French and Science. A school wide approach is planned for September.

Target 2 on all appraisals is to develop skills to improve their classroom teaching and Target 3 is developing skills in terms of pastoral support. The final review will be completed in September. Cascade approach of looking at new classroom strategies

through triads has not yet been implemented. Student progress data needs to be analysed regularly to inform classroom teachers of areas for development.

Data use is still not consistent among staff, however the change in how examination data has been collected has helped improve classroom evidence across all year groups. This focus on using data will continue into next year, to allow effective action plans to be prepared by staff. Data is collected at set points throughout the year and uploaded to SISRA and ARBOR.

INSET training is planned for staff to use all data systems more effectively after staff feedback stating staff don't feel confident using the current systems. CPD in January was based on using current data to identify those who needed in-class intervention and those who need external intervention, this needs to be followed up in faculty meetings. Faculty meetings are to become weekly from September to increase the planning for those students in need.

Reciprocal reading has been introduced to staff and students. From September 2021 it will form part of our school policy during tutor time and be used effectively in lessons. Literacy lead has been employed to allow this, from September.

All students are involved in P6 sessions, which follow the quiz, teach, quiz model, intervention sessions were introduced for those students who had not completed sufficient evidence to allow an accurate grade to be formed. 68% of these students were PP students. PP champions completed PP interventions during tutor time for students who are identified as most at need. Student/staff and parent voice are needed here to identify those interventions that are truly beneficial.

Accelerated reader has been relaunched and students are regularly assessed for reading ages. Due to COVID the library is currently closed, however there is an online system for choosing books. Investment in reading books for the library has been made, the books were selected using student voice of PP/SEND students to ensure more engagement.

Hegarty Maths, also needs to be relaunched as part of the homework package for Maths, this will be part of the HW relaunch in September. It is used regularly by all teachers, however students aren't always following the correct Hegarty outline for progress. MERIT Maths and Science are being used to analyse assessments, this was part of the assessment used for final grades. Maths, French and Science use exam pro for building papers and analysing the areas for development.

Revision guides are available for all subjects requested and are available on ParentPay for DPs at zero cost. Due to COVID restrictions holiday sessions have not been possible. We have built an online system through Teams and teaching staff have had regular check in for students who may need more support, however this needs more development to be consistent across all staff.

During lockdown, we offered places for those students who were finding working at home difficult (specifically DPs). We provided Laptops and internet access for those students who did not have technology at home and JWH visited homes to talk to those students who weren't engaging, to assess if we could add any further intervention to support home learning. A majority of these visits were to DPs. Parent voice for this support was particularly positive. Staff use of tracking data is developing, as outlined above.

We have identified those most at risk at each data point and discussed as an SLT. Action plans of interventions have been created from these sessions and impact measured using the next data point. All staff undertook CPD to identify those students who needed intervention and create an action plan to support students. The intervention work with parents of PP students has not been possible due to COVID. This needs to be developed now with the current year 10 cohort. External speaker input has been limited, however several sessions have been possible; including one from Glos Col and one from Jo Berry. Through the futures programme students had a variety of online sessions relating to careers and exam preparation. Monitoring applications to level 2+ courses is continuing and individual conversations are being had with those who have not yet applied, as well as those students who may have applied for a course that appears to be below their current target.

The Malala group in year 7 is formed with those students who are well below ARE (1/3 are PP). Four students who graduated post Easter, who are now on or close to ARE (1/4 PP). We have also had two students join the group through the year, who were identified as fitting the criteria. This high challenge curriculum is focused on Literacy and Numeracy. Lessons focus on building core skills in these areas to rapidly increase understanding. Students are regularly assessed through AM and AR.

Literacy intervention has started in year 8 & 9 (3/8 PP), in the form of RWI, AR has been added to this strategy as well to boost progress, as well as introducing RWI in year 7 for those who are below ARE, but not in Malala. This intervention has seen some increase in the reading ages of those involved (40%) of which 80% were PP students. Next year Malala will continue for the new year 7 students and those who are still in need of support (7 students, 3 who are PP) will still have access to progress sessions during their English sessions to continue progress to ARE. Assessment of progress both AR and internal English assessments.

Attendance: 91.1% (95.5% non-PP) whole school, 92% in KS4 (94.9% non-PP). The final two terms post Easter are difficult to assess in terms of attendance due to the increase in Covid case in the region. However, the statistics suggest PP students were more likely to take time off. Two PP students in year 10 have significant persistent absence. We have visited these students termly, and completed AIM meetings, will refer on to HOH to look at further strategies, this is still the case. Looking at the data this year, improving the attendance for PP students needs to be our focus.

PP parental engagement is still a focus, even with increases in contact via Teams or phone, it still doesn't have the same impact of a home visit. Review process still needs to be formalised next year to enhance parental engagement.

Involving parents with school life or activities was paused this year due to Covid, this is area that needs to be a focus next year for PP champion.

One to one interviews; This has been difficult to complete with COVID restrictions and with limited staff available. Student profiles are highlighted in the briefing notes each week and are discussed at the start of briefing to highlight the importance of the information. The profiles are also on Class Charts for all staff to read and allow personalisation; however, there is a lack of consistency in the use of this information for planning. From September, weekly faculty meetings will emphasise the use of the PP passports.

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
Level 2	TEEP
Futures programme	GROWS

Service pupil premium funding

Measure	Details
Well-being of students	Personalised sports sessions and art resources for clubs
Students when surveyed in STRIDE indicated these sessions boosted students feelings about coming into school.	