

# Pupil Premium strategy statement 2025-2026

## Forest Park Primary School

This statement details our school's use of pupil premium 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 effects last year's spending of pupil premium had within our school.

### School overview

Detail	Data
Number of pupils in school	463
Proportion (%) of pupil premium eligible pupils	69.8%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2024-28
Date this statement was published	December 2025
Date on which it will be reviewed	Termly
Statement authorised by	Sherin Vorajee Headteacher
Pupil premium lead	Simon Thomas Head of School
Governor / Trustee lead	Jan Peterson /Jackie Jackson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£378,750.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£378,750.00

# Part A: Pupil premium strategy plan

## Statement of intent

It is important to consider the context of our school and the consequent challenges our families face when deciding how to allocate our pupil premium funding whilst also using the EEF research to inform our judgements. There are a range of barriers which prevent disadvantaged children making similar progress or attainment to others; weak language and communication skills, challenges parents face, attendance and punctuality, in addition to accessing less cultural capital and experiences than others. As clearly stated, there are a range of challenges faced, hence why we need to ensure all our children have access to a high-quality curriculum that gives them the knowledge and skills to become confident learners. Teachers need to be acutely aware of the strengths and weaknesses across the school and therefore we will ensure all teaching staff are involved in the analysis of data and identifying next steps for specific children. A key priority for our school is making sure all children, particularly those from socio-economically disadvantaged backgrounds, are given every chance to thrive.

This statement sets out our key priorities for this academic year.

### Principles

- To ensure all pupils have access to high-quality teaching and learning opportunities, meeting the needs of all pupils.
- To further develop a progressive curriculum, underpinned by an understanding of how children learn and how knowledge is assimilated into long term memory. Using the National Curriculum as a starting point, it is subject based and built on to address the needs of our localised community. All curriculum development (both academic and social/ emotional) is underpinned by research.
- Forest Park Primary School's curriculum is based on a rich accumulation of knowledge, skills, concepts and attributes that contribute to success. It aims to develop the whole child: intellectually, physically, emotionally and socially. We provide opportunities through a wide range of activities, both in and beyond the classroom. Through first-hand experience, we endeavour to educate and celebrate the whole child.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

### Demography and school context

Forest Park Primary School is a vibrant and happy school with a hardworking, enthusiastic, and dedicated staff team. We are a two-form primary school from Nursery – Year 6, near to the centre of Stoke on Trent. Our school serves one of the most deprived cities nationally. In the latest index of Multiple Deprivation, the ward of Burslem South, in which the school is located, was ranked 5,437 out of 33,755 in England (where 1 is the most deprived and 32844 the least.) Our local area has an Income Decile of 2, Employment Decile of 2, Education and Skills Decile of 2, an Index of Multiple Deprivation at 2 and Crime at 2. Our aim is to ensure that our pupils are not disadvantaged because of their socio- economic context. The challenges are varied and there is no "one size fits all" and we believe that with the correct support all pupils can achieve their full potential, if the provision meets their needs. The headteacher and deputy

headteacher, know the community very well and are both experienced in leading pupil premium. The school ethos of raising aspirations, having high expectations of all, promoting resilience, with a firm belief that our children come first, remains strong.

92% of our pupils speak English as an additional language and many of our children start school with very low-level language skills. For us, early intervention is key, and we are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy/speaking and reading. We are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to struggling learners.

We strongly believe our curriculum is our children's opportunity and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for all our educationally disadvantaged pupils. We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level, speak with one voice about our ambition for all our pupils and they all fully understand the part they play in addressing educational disadvantage.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice.

A clear, shared understanding of strategic milestones and goals, set out at the start of the strategy, enable constructive conversations between staff members, governors, and executive leaders.

### **Ultimate outcomes**

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Provide high-quality and research informed CPD to all our teachers and additional staff to ensure all children receive quality-first teaching.
- ✓ Employ additional staffing, both teachers and support staff, to provide opportunities to scaffold or work in smaller groups, depending on the daily needs of children.
- ✓ Improve and/or consolidate attainment outcomes between disadvantaged and other pupils by ensuring quality-first teaching is based on recent research.
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

### **Achieving these outcomes:**

- ✓ Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- ✓ Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work.

- ✓ Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- ✓ Provide opportunities for all pupils to participate in enrichment activities including sport and music
- ✓ Provide appropriate nurture support to support pupils in their emotional and social development.

We have based our approach on the Education Endowment Foundation guide to supporting school planning, a tiered approach and their pupil premium toolkit and will change according to need and to support all our socially disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills.
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Significant gaps in learning – variety of reasons
4	Mobility of children eligible for PP- new to school/local area/country
5	Increase in social, emotional and mental health needs
6	Attendance and punctuality
7	Cultural Capital poverty- lack of access to experiences.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral and language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, work scrutiny and ongoing formative assessment.
The quality and consistency of teaching across the whole curriculum is improved so pupils' achievement in all curriculum subjects is in line with non-PP pupils and cultural capital is developed and sustained.	Confident and competent curriculum leaders are further developed delivering QFT with improved outcomes for all learners evident through monitoring. Pupil voice shows a greater understanding of the world around them.

<p>The gap between non-PP and PP pupils achieving ARE in Reading, Writing and Maths at the end of each Key Stage is reduced.</p>	<p>Teachers have secure subject knowledge and identify gaps and plan for and support pupils as applicable. Barriers have been removed to allow children to achieve in line with expectations. Pupils have received support and challenge to allow them to succeed. In school tracking data (Insight) and end of Key Stage (GLD, KS1 and KS2) assessments will show an increase in the number of children working at age related expectation year on year and an increase in the number of disadvantaged pupils achieving the higher standard at the end of KS2.</p>
<p>A robust program of strategies to improve language proficiency ensures children are able to express themselves clearly and communicate with others effectively through spoken language.</p>	<p>Monitoring and pupil voice evidence shows children can communicate effectively through spoken language in a range of situations.</p>
<p>A comprehensive and varied range of extra-curricular activities across the whole school ensures the percentage of Pupil Premium children accessing after school clubs is in line with peers.</p>	<p>Data from extra-curricular registers show regular attendance of PP children. Children are given experiences to grow and develop talent.</p>
<p>Pupils will be fit, active, healthy and emotionally well, meaning that they will be able to engage better with learning and prepare for life in modern Britain. Disadvantaged pupils are healthy and happy, are interested in school and community life and wider global issues.</p>	<p>Sustained high levels of wellbeing / mental health demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations</li> <li>• A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced by MDT meetings, Safeguarding meetings, behaviour tracker and mental health care plans.</li> <li>• Observations of children's engagement in learning</li> </ul>
<p>Attendance of Pupil Premium children will be consistently monitored and will continue to improve.</p>	<p>Attendance of disadvantaged children will improve through careful monitoring and intervention.</p>
<p>Children and parents work in collaboration with the school to support their child's aspirations.</p>	<p>Pupil voice and audits of all stakeholders demonstrate aspirations and a positive attitude to learning and self-realisation are instilled.</p>

## Activity in this academic year

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

Budgeted cost: £189,375

### Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Quality First Teaching</b></p> <p>To implement and embed the Forest Park Quality First Teaching principles that includes effective strategies identified by Marc Rowland to improve outcomes for Pupil Premium pupils.</p> <p>SLT to carry out monthly meetings with teachers to ensure all pupils are being supported to achieve their full potential (aspirational EXS, as well as GDS)</p>	<p>Addressing Educational Disadvantage in Schools and Colleges: The Essex Way (Marc Rowland, 2022) The evidence-based approaches are rooted in best practice. It centres on improving the day-to-day learning experiences of disadvantaged pupils, leading to better long-term choice and opportunity.</p> <p>To adapt teaching to the needs of pupils, the Early Career Framework states that, without creating unnecessary workload, teachers can develop an understanding of different pupil needs. They can provide opportunities for all pupils to experience success by adapting lessons, whilst maintaining high expectations for all, so all pupils have the opportunity to meet expectations.</p>	<p>1,3,4,7</p>
<p><b>CPD</b></p> <p>A program of CPD to be delivered focussed on using the iPads effectively to remove barriers to learning, deliver high quality feedback, enhancing direct instruction, modelling and scaffolding.</p> <p>Step Lab modules studied during PDMs are carefully selected to support the Forest Park QFT principles and the implementation of iPads.</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment</a></p> <p>CPD has specifically focused on Instruction, Modelling, Scaffolds, Cognitive Load and Retrieval practice. It is vital that this CPD is not delivered in isolation and is either revisited through coaching sessions or through continuous CPD.</p> <p>It is vital that all staff members have a secure understanding of these strategies</p> <p>but also, how to use them effectively, linked to mixed ability pairings.</p>	<p>1,2,3,4,7</p>

<p>An oracy team is to be established, researching effective practice, partaking in the Royal Shakespeare Company's training and developing a CPD program to be implemented in the following academic year.</p>	<p>Our coaching approach is dialogical and ensures that staff feel involved in the process, it also all links to pedagogy and will develop staff using strategies that are transferable across subjects.</p> <p>On average, oral language approaches have a high impact on pupil outcomes, +6 months' additional progress (EEF).</p> <p>The evidence is strongest on interventions that are integrated with the existing curriculum. It is important to consider how any changes or refinements to practice are integrated with the curriculum (EEF).</p> <p>Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be (EEF).</p>	
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £ 94,687.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To implement Dreambox Reading Plus intervention to develop pupils reading fluency, vocabulary, and reading comprehension skills.</p>	<p>The EEF Guide to the Pupil Premium: Evidence consistently shows the positive impact targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p> <p>In an efficacy study with Derby Research School and Spencer Academies Trust, students eligible for pupil premium made, on average, 97% more progress with Reading Plus than in the control schools.</p> <p>EEF T&amp;L toolkit: Small group tuition +4</p> <p>EEF T&amp;L toolkit: Oral language interventions +6</p> <p>EEF T&amp;L toolkit: Reading Comprehension strategies +6</p> <p>EEF Projects &amp; Evaluation: Accelerated Reader +3</p>	<p>1,2,3,4, 5, 7</p>

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

Budgeted cost: £ 94,687.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance</b></p> <p>To fully implement the strategies from Inclusive Attendance, resulting in an improvement in attendance rates and persistent absence rates for Pupil Premium children.</p> <p>Each stakeholder will understand the role they have to play in improving attendance and fulfil it.</p> <p>Barriers to attendance will be addressed:</p> <p>Fully embedding the relational approach to behaviour management</p> <p>There will be a focus on school and classroom environments being ordered and clutter-free spaces.</p> <p>The School Attendance Champion and the Family Support Manager will meet weekly to identify children at risk of persistent absence.</p> <p>Teachers will meet with pupils and their parents/guardians identified by the School Attendance Champion and the Family Support Manager to discuss potential barriers to attendance and solutions.</p>	<p>The EEF Guide to the Pupil Premium:</p> <p>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>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 are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.</p> <p>EEF T&amp;L toolkit: Parental engagement +4</p> <p>EEF T&amp;L toolkit: Parental engagement +4</p> <p>7 8</p> <p>Research Evidence for approach</p> <p>EEF toolkit - Social and Emotional Development (Average impact +4 months)</p> <p>Arts participation (+2 months)</p> <p>Behaviour interventions- (moderate impact +3 months)</p> <p>Outdoor adventure learning (+4 months)</p> <p>Research Evidence for approach</p> <p>EEF toolkit - Social and Emotional Development (Average impact +4 months)</p> <p>Arts participation (+2 months)</p> <p>Behaviour interventions- (moderate impact +3 months)</p>	<p>4,5,6</p>

## Part B: Review of outcomes for 2024-2025 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.

### Review of intended outcomes

#### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £147,585

Intended outcome	Impact
<p><b>Quality First Teaching</b> To implement and embed the Forest Park Quality First Teaching principles that includes effective strategies identified by Marc Rowland to improve outcomes for Pupil Premium pupils.</p>	<p>At the end of the academic year 2024/25, in reading, of the children eligible for pupil premium, 61% achieved EXS+. This is a 4% increase from the previous year and in line with pupils who are not eligible for pupil premium.</p> <p>At the end of the academic year 2024/25, in writing, of the children eligible for pupil premium, 57% achieved EXS+. This is a 13% increase from the previous year and in line with pupils who are not eligible for pupil premium.</p>
<p><b>CPD</b> A program of CPD to be delivered focussed on using the iPads effectively to remove barriers to learning, enhancing direct instruction, modelling and scaffolding. Step Lab modules studied during PDMs are carefully selected to support the Forest Park QFT principles and the implementation of iPads. TA to receive fortnightly CPD sessions, studying the same Step Lab modules as teachers.</p>	<p>At the end of the academic year 2024/25, in mathematics, of the children eligible for pupil premium, 65% achieved EXS+. This is an 8% increase from the previous year and 1% below pupils who are not eligible for pupil premium.</p> <p>At the end of the academic year 2024/25, children the combined total of children achieving EXS in reading, writing and maths was 50%, a 12% increase from the previous year. This is 3% below pupils who are not eligible for pupil premium.</p>

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

Budgeted cost: £ 73,792.50

Intended outcome	Impact
<p>SMART interventions led by TAs - use of assessment data to target identified pupils in Phonics, Maths and Reading. Effectiveness to be considered before running the intervention again.</p>	<p>All interventions were assessed with start and end points. Those that had little impact have been stopped. The number of interventions taking place have been drastically reduced. Each half term, the headteacher, deputy headteachers and Send Co meet to review the impact and ensure the correct children are in the most appropriate intervention for their needs. This is now embedded practice and impact of successful interventions evident in the improved outcomes of pupils.</p>

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

Budgeted cost: 73,792.50

Intended outcome	Impact
<p><b>Attendance</b></p> <p>To fully implement the strategies adopted from Inclusive Attendance training resulting in an improvement in attendance rates and persistent absence rates for Pupil Premium children.</p> <p>Each stakeholder will understand the role they have to play in improving attendance.</p> <p>Barriers to attendance will be addressed:</p> <p>embedding the relational approach to behaviour management</p> <p>will be a focus on school and classroom environments being ordered and clutter-free spaces.</p>	<p>According to the school's IDSR (DfE), whole school attendance improved from 93.4% in 2023/24 to 94.8%, changing the national distribution banding from below to close to average. This is only 0.1% behind national.</p> <p>According to the school's IDSR (DfE), FSM 6 attendance improved from 92.3% in 2023/24 to 94.6%, changing the national distribution banding from close to average to above. This is 2% above national.</p>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Accelerate English language acquisition	Flash Academy
Skills Builder	The Skills Builder Partnership
TT Rockstars	Maths Circle
Read, Write, Inc	Ruth Miskin
White Rose Maths	White Rose Maths
Step Lab	Step Lab
Showbie	Showbie