

# Pupil Premium Strategy Statement 2021-22

## Forty Hill CE School



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   | Forty Hill CE School |
| Number of pupils in school  | 209 + 21 Nursery     |
| Proportion (%) of pupil premium eligible pupils   | 17.4%                |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-22              |
| Date this statement was published   | December 2021        |
| Date on which it will be reviewed   | September 2022       |
| Statement authorised by   | Jonquil Izard        |
| Pupil premium lead  | Jonquil Izard        |
| Governor / Trustee lead   | Zoey Dickson         |

### Funding overview

| Detail  | Amount     |
|---|------------|
| Pupil premium funding allocation this academic year   | £47,730.00 |
| Recovery premium funding allocation this academic year  | £5,075.00  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0.00      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £52,805.00 |

# Part A: Pupil Premium strategy plan

## Statement of intent

### Our Vision

that our safe and welcoming Christian community gives every child every opportunity to be

**fulfilled, healthy and successful.**



At Forty Hill, we have high aspirations and ambitions for all of our children (“*every child*”) and we believe that no child should be left behind. We are determined to ensure that our children are given “*every opportunity*” to realise their full potential and be “*fulfilled, healthy and successful*”.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free

school meals (FSM) and their more advantaged peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Our school data is positive for outcomes for PP pupils but we continue to build on this to diminish the difference between PP pupils in the school and all pupils nationally. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, they will be held accountable for how they have used the additional funding to support pupils from low income families. From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how we will measure impact and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils.

Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups. As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted teaching and interventions, we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach their highest levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement. We also continue to focus on more-able PP pupils to ensure they are not an underachieving group. As part of our overall strategy to ensure that our Pupil Premium children are not disadvantaged compared to their peers, we allocate a large proportion of our funding to enrichment programmes designed to further develop confidence and skills for our pupils to succeed in all areas of the curriculum and society.

At Forty Hill, we deploy a Pupil Premium Strategy that not only seeks to support and benefit our children eligible for the Pupil Premium funding, but also a whole school approach to this strategy, aiming to ensure all of our children make good progress from their starting points. We are proud of this ethos and aim to utilise the small amount of pupil premium funding to support our wider school aim of inclusivity and giving every child the opportunity to flourish and live life to the full. *Jesus said: "I have come that they may have life, and have it to the full" John 10:10*

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Internal data from 2020-21 suggests that pupils eligible for PP are making less progress than those not eligible for pupil premium in all subjects   |
| 2                | A significant proportion of our pupils eligible for PP have low levels of wellbeing and resilience, resulting in a need to boost and challenge them academically and socially  |
| 3                | A significant proportion of our pupils eligible for PP have low levels of competency in communication, literacy and language upon entry to the school  |
| 4                | Lockdown from January- March 2021 as well as Covid outbreaks in school in November 2021, has resulted in a number of PP children having limited opportunities to excel academically compared to some of their non-PP peers |
| 5                | Pupils eligible for PP have had less access (particularly exaggerated due to Lockdown and Covid outbreak) to enrichment opportunities and opportunities to boost confidence and expectations for learning                  |
| 6                | A significant proportion of our pupils eligible for PP have low attendance levels for the previous academic year   |

## 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  |
|--|---|
| Higher expectations, rates of progress and therefore attainment across the school for pupils eligible for PP       | The gap between PP and non-PP pupils is narrowed further or diminished  |
| Higher levels of self-confidence, challenge and opportunities within school impacting on expectations for learning | Pupils eligible for PP develop greater confidence to articulate feelings, emotions and learning in order to make accelerated progress towards ARE and Greater Depth |

|  |   |
|--|---|
| Pupils eligible for PP are given opportunities to excel academically   | The gap between PP and non-PP pupils is narrowed further or diminished  |
| Pupils eligible for PP have access to enrichment opportunities and other opportunities to boost confidence, well-being and expectations for learning | At least 80% of pupils eligible for PP meet ARE and pupil surveys reflect increase in well-being                              |
| Pupils eligible for PP regularly attend school, enabling them to be successful learners  | Pupils eligible for PP have attendance figures in excess of 96%<br><i>(will need to be reflective of any Covid-19 issues)</i> |

## 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: £ 22,305

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed   |
|---|--|---|
| <p>Inspirational staff CPD and resources in order to inspire children to write and develop their literacy and numeracy skills</p> | <p>We are aware that our Pupil Premium Children do not have access to some of the inspiration that our non-PP have. Technology and experiences are becoming more and more expensive and many of our children do not get to experience aspects of life that can inspire their creativity. Writing can be affected by this lack of imagination and creativity and so we wish to help inspire our children with a range of resources, opportunities and support to do so.</p> <p>By purchasing resources, online subscriptions, as well as resources for mastery, we can support our teachers to engage our pupils to improve attainment in writing and mathematics. These include:</p> <ul style="list-style-type: none"> <li>• Twinkl</li> <li>• My Maths</li> <li>• Letter Join</li> <li>• Classroom Secrets</li> <li>• Literacy Shed Plus</li> <li>• White Rose Premium Maths resources</li> </ul> <p>Additionally, some of the PP money will be used to pay for inspiring visitors to work alongside our teachers to develop our children's ideas and strategies for writing. We have found that this was successful last year and believe it will only continue to support our children, particularly following varied experiences during lockdown.</p> | <ol style="list-style-type: none"> <li>1. Rates of progress in all areas</li> <li>3. Improve communication and language skills</li> <li>4. Opportunities to excel</li> </ol>      |
| <p>Support children in their learning by targeted, supported and personalised learning within the classroom</p>                   | <p>Deploying highly skilled additional adults to support the learning within the classroom, allows the teacher to implement greater differentiation and targeted support for children, whether falling behind or in need of stretching. At Forty Hill, we are striving to ensure that we have a highly skilled and motivated TA in every class, despite budget cuts, as we believe in the benefit that their support has on the whole class, particularly those in need of challenge and support in all areas of the curriculum. Employment of two Graduate TAs- This will allow us to have a TA in every class for most parts of the day, as well as a highly skilled teaching assistant to lead targeted teaching and interventions where needed.</p>  | <ol style="list-style-type: none"> <li>1. Rates of progress in all areas</li> <li>3. Improve communication and oral language skills</li> <li>4. Opportunities to excel</li> </ol> |
| <p>Increase awareness of mental health and wellbeing<br/>Provide support for pupils who require it</p>                            | <p>The context of our school, as well as the context of society in general, is changing dramatically, particularly now following lockdown and during the coronavirus pandemic. Social media and the internet is increasing our</p>   | <ol style="list-style-type: none"> <li>2. Improve wellbeing and resilience</li> <li>5. Increase opportunities and confidence</li> </ol>   |

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|--|---|---|
|  | <p>children's negative perceptions of themselves, particularly in the area of mental health and own personal well-being.</p> <p>Two Wellbeing Weeks will be held at school (including staff) to develop a greater understanding of mental health issues.</p> <p>Nurture groups will be utilised to support children (particularly those eligible for PP) to promote good mental health and wellbeing (see targeted support for funding) led by the pastoral lead and John Gilbert (external expert).</p> <p>Leuven scales will be analysed for each class to enable us to identify those children who need support with wellbeing and engagement. Appropriate interventions and targeted support will be put in place accordingly.</p> <p>A Speak Easy system has been introduced to give all pupils the opportunity to talk about their feelings, worries and concerns. This is looked after by a highly trained member of support staff who takes time to talk to those children who need this.</p> <p>Talk-time provided by our Pastoral Lead on a weekly basis for those who need this support.</p> <p>Training for DHT and Pastoral Lead in Drawing and Talking, a foundation course in art/talk therapy for those affected by trauma and mental health issues.</p> <p>Introduction of the Zones of Regulation as a whole school initiative to provide our children with language and strategies to regulate and verbalise their emotions. This will include whole school training and raising parent awareness.</p> |   |
| <p>Develop the curriculum and teaching strategies to enable all of our pupils (PP and non-PP) to flourish.</p> | <p>Developing our curriculum, with our clear intent and rationale behind why we do what we do, is a key priority area for the school this academic year, At Forty Hill, we challenge our staff to provide the best possible learning experience for our children based on the context of their class. Our topic based approach, building on the skills outlined in the national curriculum support the children to become fulfilled, healthy and successful, as stated in our vision, now needs to become embedded as stated in our Ofsted report in 2021. Our Reaching Out Programme (see website for more details), as well as our SMSC and British Values curriculum, enables our children to value their learning and share their experiences. An updated PSHE policy has been written to fit the context of our school and opportunities are sought throughout the academic year to engage with local and national priorities.</p> <p>Priorities from our SDP 2021-22 are:</p> <ul style="list-style-type: none"> <li>• To develop and support staff understanding, and delivery of, the updated topic curriculum</li> <li>• To ensure uniformity and clarity of the teaching of discreet subjects within our cross curricular approach to topic</li> <li>• To develop the assessment of non-core subjects</li> <li>• To purchase and implement a new whole school Phonics Scheme alongside training for every member of staff to ensure continuity and high quality of approach, language and resources</li> </ul>  | <ol style="list-style-type: none"> <li>1. Rates of progress in all areas</li> <li>2. Improve wellbeing and resilience</li> <li>3. Improve communication and language skills</li> <li>4. Opportunities to excel</li> <li>5. Increase opportunities and confidence</li> </ol> |

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|--|---|--|
|  | <ul style="list-style-type: none"> <li>To provide children with exciting and high quality stimulus within Literacy in order to inspire good quality writing and a love of reading</li> <li>To continue to promote the wider curriculum and SMSC and evidence the impact it has on the children in light of Covid-19</li> <li>To utilise the PSHE Curriculum to support our children during the pandemic</li> <li>To monitor and support the wellbeing of our children</li> <li>To continue to evidence the teaching of British values</li> <li>To continue to develop children's understanding of danger and risk, both online and in the real world</li> <li>To embed the school's RSE Curriculum</li> </ul> <p>In addition to the above, we pride ourselves on developing our children as individuals and celebrating their talents through our Arts Trophy, SMSC and British Values curriculum, PSHE and P4C.</p> <p>Pupil Premium will contribute to resources to ensure that we are providing the best experiences and opportunities for our children.</p> |  |
|--|---|--|

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

Budgeted cost: £ 18,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed  |
|---|---|--|
| School Led Tutoring   | <p>Pupils (including 60% PP), whose academic progress has been affected by the lockdowns and the Coronavirus will be provided with personalised 1:1 or small group tutoring sessions in core subjects led by teachers within the school staff for a period of 15 weeks from January 2022</p> <p>These tutoring sessions will take place either before or after the school day, and will address gaps in learning or re-teaching of areas identified as not secure. This will be funded by the Recovery premium combined with the School Led Tutoring funding.</p>   | <p>1. Rates of progress in all areas</p> <p>3. Improve communication and oral language skills</p> <p>4. Opportunities to excel</p> |
| Objective led targeted teaching, interventions and booster groups | <p>All PP children (including under attaining and more-able) will be able to access good quality targeted teaching, identified by teachers in Pupil Progress Meetings and class assessments.</p> <p>Support in school in small groups or 1:1 will enable children to work at the required pace to gain a deeper understanding of concepts and skills taught.</p> <p>Year 6 children will have additional support in the build up to SATs using <a href="https://www.cgpbooks.co.uk/">https://www.cgpbooks.co.uk/</a></p> <p>Targeted groups led by Head and Deputy, to challenge and support the more-able PP across the school following discussions at Pupil Progress Meetings.</p> | <p>1. Rates of progress in all areas</p> <p>3. Improve communication and oral language skills</p> <p>4. Opportunities to excel</p> |
| Enrichment opportunities for Pupil                                | <p>Enrichment opportunities have always been a source of strength at Forty Hill. We are proud to work with the Enfield LA and ETSP to ensure that opportunities boost</p>   | <p>1. Rates of progress in all areas</p>   |

|  |  |   |
|--|--|---|
| <p>Premium pupils across the school through the ETSP</p>   | <p>children's confidence and academic ability in different areas of the curriculum as well as supporting their well-being.</p> <p>In previous years we have taken part in debating, maths masterclasses and spelling bees. This year, it is a little less clear as to how we can participate in some enrichment opportunities due to the coronavirus pandemic. However, through the ETSP, we have already been informed of opportunities such as a spelling bee, science fayre, debating and art.</p>  | <ol style="list-style-type: none"> <li>2. Improve wellbeing and resilience</li> <li>3. Improve communication and language skills</li> <li>4. Opportunities to excel</li> <li>5. Increase opportunities and confidence</li> </ol>  |
| <p>-Nurture Groups for resilience building and social skills as well as development of communication and academic potential</p> <p>-Online Literacy and Numeracy Support Programme</p> <p>-Language for Thinking</p> <p>-Language for Behaviour and Emotions</p> <p>-Resources for Zones of Regulation</p> | <p>Behaviour is a form of communication and we wish to ensure that children are able to articulate their feelings. In turn, this will have an impact on children's attitude to school life and attendance.</p> <p>Nurture group for KS2 pupils eligible for PP led by John Gilbert will take place to ensure that pupils develop confidence and resilience as well as self-regulation, particularly after the lockdown experience for many.</p> <p>Shine group for KS1 pupils eligible for PP led by Deborah Watson to support children develop early social skills such as taking a turn, sharing, communicating feelings and working together.</p> <p>An online Literacy and Numeracy support program will enable children, staff and the parents to access resources for the promotion of Literacy, communication and Numeracy skills (IDL)</p> <p>Language for thinking intervention will take place to support primarily PP children with their development of language and build resilience and understanding.</p> | <ol style="list-style-type: none"> <li>1. Rates of progress in all areas</li> <li>2. Improve wellbeing and resilience</li> <li>3. Improve communication and language skills</li> <li>4. Opportunities to excel</li> <li>5. Increase opportunities and confidence</li> </ol> |
| <p>Support families with poor attendance</p>   | <p>We are aware that a proportion of our PP children had poor attendance in the last academic year. Whilst some of our pupils have very legitimate reasons for this absence, we need to ensure that we support the families to bring the children to school regularly.</p> <p>Incentives have been introduced such as a special award in Achievement Assembly every week for the best attending class.</p> <p>Further targeted support is needed to support individual children and their families.</p> <p>This includes: regular contact with and meetings with the EWO and the families in question; follow up phone calls on the first day of absence; invitation to Breakfast Club with a heavy discount or free of charge.</p>  | <ol style="list-style-type: none"> <li>6. Regular school attendance, enabling them to be successful learners.</li> </ol>  |



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

Budgeted cost: £ 12,5000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed   |
|---|---|---|
| To widen the educational experiences of all PP children and provide appropriate resources to enable children to flourish  | <p>We wish for all children and their parents to feel fully engaged in all aspects of school life, particularly after the lockdown and restrictions in place during the coronavirus pandemic. We will offer a full range of after school clubs to our PP pupils in Autumn Term and Summer Term with a more limited selection in Spring Term due to weather and current Covid restrictions. We hope to be able to commence school trips in the Spring/Summer Term dependent on the current government advice and local Covid data.</p> <p>In the last two years, around 67% of PP children attended after school clubs. Our aim is for at least 67% again and so we have budgeted for this amount for two terms.</p> <p>Similarly, with trips, we will fund trips for PP children as soon as they commence.</p>  | 5. Increase opportunities and confidence  |
| To provide the opportunity for all Y5 and Y6 pupils to attend a school journey  | <p>We wish for all Y5 and Y6 pupils to attend the school journeys so that they can bond together and develop social skills to equip them for Secondary School and future life.</p> <p>Last year, both of these trips were cancelled due to the coronavirus pandemic, but we are hopeful that they will be able to take place this academic year.</p> <p><a href="http://www.pgl.co.uk/en-gb/school-trips/primary-schools/centres/little-canada">http://www.pgl.co.uk/en-gb/school-trips/primary-schools/centres/little-canada</a></p> <p><a href="https://www.cuffleycamp.co.uk/">https://www.cuffleycamp.co.uk/</a></p>  | <p>2. Improve wellbeing and resilience</p> <p>5. Increase opportunities and confidence</p>  |
| <p>Specialist Teachers:</p> <ul style="list-style-type: none"> <li>- To work with pupil premium children to develop oracy, communication and language</li> <li>- The Forty Hill College for Y5&amp;6</li> <li>- Forest Schools</li> </ul> | <p>A number of our pupil premium children are considered more-able in our assessment and data tracking. In order to develop and refine their communication, language and oracy skills, as well as to further enrich their exposure to current affairs and deep questioning and thinking, we wish to work with a well-known local teacher (John Gilbert) who will support these children in lessons and in dedicated teaching time.</p> <p>Forty Hill College is our popular and successful initiative to raise achievement of all pupils in the wider curriculum area and teach life- and basic- skills in Year 5 and 6 to children who may not have experienced these areas (such as cooking, art, sport, sewing and drama) before. Contribution for resources and salaries helps us to ensure that all pupils, including PP children in these year groups can benefit from this experience.</p> <p>We are proud of our Forest Schools programme for the whole school and we wish to spend some of our PP money on this to develop the children's sense of wellbeing and enrichment.</p> | <ol style="list-style-type: none"> <li>1. Rates of progress in all areas</li> <li>2. Improve wellbeing and resilience</li> <li>3. Improve communication and language skills</li> <li>4. Opportunities to excel</li> <li>5. Increase opportunities and confidence</li> </ol> |

Total budgeted cost: £ £52,805.00

## 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 2021 to 2022 academic year.

|   |
|---|
| <i>Pupil Premium 35 eligible pupils (Year 1 – Year 6) across the school 2021-2022</i> |
| <b>80 % achieving ARE in Reading July 2022</b>  |
| <b>71.43 % achieving ARE in Writing July 2022</b>                                     |
| <b>77.14 % achieving ARE in Mathematics July 2022</b>                                 |

#### Pupil Premium Data

| Reception | No. | Reading   | Writing   | Maths     |
|-----------|-----|-----------|-----------|-----------|
| Year 1    | 5   | 80% ARE   | 60% ARE   | 100% ARE  |
| Year 2    | 3   | 66.6% ARE | 66.6% ARE | 33.3% ARE |
| Year 3    | 10  | 90% ARE   | 80% ARE   | 90% ARE   |
| Year 4    | 6   | 66.6% ARE | 66.6% ARE | 83% ARE   |
| Year 5    | 6   | 66.6% ARE | 50% ARE   | 50% ARE   |
| Year 6    | 5   | 100% ARE  | 80% ARE   | 100% ARE  |

#### Statutory Results

Year 1 Phonics Test- 100 % pass rate for Pupil Premium children.

Year 6 SATS Pupil Premium Results-

100 % pass rate for Maths, 100% pass rate for Reading, 80% pass rate for Writing

#### School Led Tuition Data

| Name | Aspects | Current class | BL  | Value | CP6 | Value | Value added |
|------|---------|---------------|-----|-------|-----|-------|-------------|
| NK   | F P     | C2            | 0.4 | 16    | 1.4 | 22    | 6           |
| EG   |         | C2            | 0.3 | 14    | 1.4 | 22    | 7           |
| ES   |         | C2            | 0.4 | 16    | 1.5 | 23    | 7           |
| FT   | F P     | C2            | 0:4 | 16    | 1:6 | 24    | 8           |
| EB   | p       | C3            | 1.4 | 22    | 2.4 | 28    | 6           |
| DS   | P       | C3            | 1.4 | 22    | 2.4 | 28    | 6           |
| GA   |         | C3            | 1.4 | 22    | 2.4 | 28    | 6           |
| RF   | E       | C3            | 1.4 | 22    | 2.4 | 28    | 6           |
| IC   | F E P   | C4            | 2.2 | 26    | 3.4 | 34    | 8           |
| MD   | F E P   | C4            | 2:5 | 29    | 3:6 | 36    | 7           |
| HG   | F M P   | C4            | 2:4 | 28    | 3:5 | 35    | 7           |
| RO   | F E P   | C4            | 2:4 | 28    | 3:6 | 36    | 8           |
| FA   | F P S   | C5            | 1.6 | 24    | 2.4 | 28    | 4           |
| AJ   | F P     | C5            | 3.4 | 34    | 4.2 | 38    | 4           |
| NV   | E       | C5            | 3.4 | 34    | 4.5 | 41    | 7           |
| HS   |         | C5            | 3.4 | 34    | 4.5 | 41    | 7           |
| RO   | F S P   | C6            | 4:4 | 40    | 4:6 | 42    | 2           |
| LP   | S       | C6            | 4.4 | 40    | 5.2 | 44    | 4           |

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|--|
| <b>Value added key:</b>                |
| 2 points = 1 term                      |
| 3 points = 1.5 terms                   |
| 4 points = 2 terms                     |
| 5 points = 2.5 terms                   |
| 6 points = 3 terms (expected progress) |
| 7 points = 3.5 terms                   |
| 8 points = 4 terms                     |

|    |         |    |     |    |     |    |   |
|----|---------|----|-----|----|-----|----|---|
| AK | F P     | C6 | 4.3 | 38 | 5.2 | 44 | 6 |
| AA |         | C6 | 4.5 | 41 | 5.6 | 48 | 7 |
| MD | F M E P | C7 | 5:6 | 48 | 6:6 | 54 | 6 |
| GM |         | C7 | 5:4 | 46 | 6:4 | 52 | 6 |
| ET | F E P   | C7 | 5:4 | 46 | 6:6 | 54 | 8 |
| HW | P       | C7 | 5:3 | 45 | 6:4 | 52 | 7 |

### Teaching –Implementation and Impact

- 1) Inspirational staff CPD and resources in order to inspire children to write and develop their literacy and numeracy skills
- 2) Support children in their learning by targeted, supported and personalised learning within the classroom
- 3) Increase awareness of mental health and wellbeing and provide support for pupils who require it
- 4) Develop the curriculum and teaching strategies to enable all of our pupils (PP and non-PP) to flourish.

*Ofsted Sept 2021 - Staff want the very best outcomes for each and every pupil. Pupils respond to these high expectations. They work hard and achieve well.*

*Ofsted Sept 2021- From the time children start school, daily phonics sessions help them learn to read well. Leaders make sure that pupils build their phonics knowledge securely. This helps pupils to read words accurately and quickly.*

*Ofsted Sept 2021- Leaders have developed new plans for the other subjects in Years 1 to 6. They know that it is important to be clear about what they want pupils to know in each subject*

- Talk for Writing training completed for two members of staff
- Subscriptions to a range of high quality resources provide the teachers with additional resources to engage, support and inspire children in all areas of the curriculum
- Little Wandle Phonics scheme purchased and a large number of related texts to support the scheme and ensure children have access to high quality texts that support early reading development. Training provided to all staff across the school and resources provided for every classroom. Phonics pass rate was 100% with one child disapplied. All Pupil Premium children in the class passed their Phonics test.
- Pastoral Lead and DHT trained in Drawing and Talking Therapy, DHT undertook Mental Health First Aid Training as well as starting Senior Mental Health Lead qualification. Leuven Scale and Behaviour records show impact of pastoral support- however the need for professional support remains on a smaller scale but waiting lists for CAMHS are now up to 2 years.
- Mental Health and Wellbeing weeks held bi-annually and our pupils including our PP students have demonstrated their understanding through their language, behaviour and have a range of strategies to support their emotional regulation. Ofsted and our LDBS advisor have acknowledged the high priority of wellbeing and the whole child in their recent reports and feedback.
- Progress in all subjects is good for PP children and their achievement in statutory tests (see above) demonstrates the success of our investment of funds in resources, opportunities, curriculum development and pastoral support for our more disadvantaged children as they have achieved on par with their non-PP peers in Phonics and end of KS2 SATs.

## Targeted Academic Support Implementation and Impact

- 1) School Led Tuition\*
- 2) Objective led targeted teaching, interventions and booster groups
- 3) Enrichment opportunities for Pupil Premium pupils across the school through the ETSP
- 4) Nurture Groups for resilience building and social skills as well as development of communication and academic potential -Online Literacy and Numeracy Support Programme-Language for Thinking- Language for Behaviour and Emotion-Resources for Zones of Regulation
- 5) Support families with poor attendance

*Ofsted Sept 2021 - Learning is rarely disrupted by poor behaviour. Staff provide effective support to pupils with special educational needs and/or disabilities. They make sure that subject plans are adapted for pupils' different abilities. This ensures that these pupils learn the curriculum as well as their peers.*

*LA School Improvement Advisor March 2021- Leaders and staff are proactive and fastidious in their ambition that every child will be able to write confidently, and presentation is also important. There is a focus on the catch up for pupils at risk of falling behind and a keep up for those pupils not yet as secure or confident as they need to be.*

\*See Recovery Premium/School Led Tuition Impact report and data

- A full timetable of whole school provision was put into place following Checkpoint 2 assessment and pupil progress meetings- providing a range of targeted teaching, interventions and booster groups led by teachers and teaching assistants in Phonics, Reading Comprehension, Maths and Writing with a specific focus on our disadvantaged children.
- Teachers focused on conferencing their PP writers once a week for good quality 1:1 support.
- Additional staff placed in Year 6 and Year 2 in the afternoons to ensure small group focus groups and supporting the development of children incl. PP children who had missed learning last year due to illness or lockdown during the pandemic.
- Additional staff allocated to Year 5 in Summer 2 where there is a high proportion of PP and poor learning behaviour- to provide a boost in preparation for transition to Year 6. Progress seen in Year 5 data following this initiative.
- Revision guides were used at home by all of the children eligible for pupil premium. The Year 6 SATS results show these contributed to extremely successful results.
- Children from disadvantaged backgrounds prioritised for enrichment activities such as The Spelling Bee, Inter School Debating Competition and a range of sporting opportunities including taking part of the London School Games for SEN and becoming London Curling Champions (including 1 PP child). Covid outbreaks did effect the first half of the year but we began to have more opportunities from Easter onwards. Children have also attended sporting events with other Enfield schools to celebrate the Commonwealth Games and the Platinum Jubilee.
- Children from disadvantaged backgrounds were provided with high quality interventions to support post-Covid learning, filling any gaps in learning and supporting children's resilience and wellbeing following the pandemic. Investment in IDL online learning ensured children could have booster work at their individual level and access to this at home and school.
- Language for Thinking and Language for Behaviour and Emotion resources invested in, and used by the pastoral lead to specifically target PP children with less range of vocabulary than peers. Due to Covid outbreaks up until Easter, this was only provided for a term so more time and consistency is needed for this to have an impact.

- Nurture Groups have been provided for KS1 by our Pastoral Lead and for KS2 by John Gilbert, our external expert. These have enabled some children to develop strategies and personal qualities such as greater resilience and confidence (lacking following Covid lockdowns) and this has impacted in their academic achievements including all our statutory assessments.
- Attendance at 94.2% is lower than the previous year at 95.57% in 2020-21. Families have been more concerned with minor illnesses following the pandemic and children have been kept at home for colds and illnesses that normally they would be sent to school with in the past. It is taking time and reminders to get back to the attendance and punctuality we had at Forty Hill pre-pandemic as we have to change attitudes developed during this time and support a range of challenging needs and anxieties in children and parents. We have supported disadvantaged families to get their children into school on time and to support wrap-around care opportunities by paying for Breakfast and After School Club for PP children.

### Wider Strategies Implementation and Impact

- 1) To widen the educational experiences of all PP children and provide appropriate resources to enable children to flourish
- 2) To provide the opportunity for all Y5 and Y6 pupils to attend a school journey
- 3) Specialist Teachers: - To work with pupil premium children to develop oracy, communication and language -The Forty Hill College for Y5&6 - Forest Schools

*Ofsted September 2021 - Pupils said that one of the best things about their school is the range of exciting clubs and activities that staff provide for them. Pupils love their outdoor learning in the wooded area that is in the school grounds. They enjoy newspaper club, where they sit and eat lunch together and discuss what is happening in the world. Pupils know that their ideas are taken seriously by staff. They have lots of chances to have a say in what happens in school.*

*Ofsted Sept 2021 - Pupils' wider development, including their understanding of themselves and others, is a strength of the school. Pupils learn about diversity and equality. The 'reaching out' programme involves every pupil in the school. It allows them to play their part in giving something to others in the community.*

- All school trips including school journeys for Year 5 and Year 6, have been fully funded for disadvantaged children so no child misses out on these educational and social experiences. Children have visited London Museums, Art Galleries as well as camping at Cuffley Camp and travelling to PGL on the Isle of Wight.
- Special school based experiences have been held during the school year to provide our children with a high quality, purposeful and highly enjoyable events to develop their cultural capital such as a Jubilee Day which involves exploring vintage vehicles, listening to a brass band and having high tea in the playground.
- Investment in the School Garden has also provided our disadvantaged children with opportunities to plant, care for and harvest fruit and vegetables especially for those who do not have gardens.
- After School Clubs have been available throughout the year, and Pupil Premium pupils are given priority as this is an enrichment opportunity that they may not normally have available to them due to financial constraints. The school will fund 1-2 after school clubs for PP students. Last year 20 clubs places were allocated to Pupil Premium students which is 62 % of all pupil premium children.
- Individual music lessons are also supported by the school for our disadvantaged children, in 2021-2022, 4 disadvantaged children were provided with individual instrument lessons on a weekly basis.
- Forest School has continued to provide our children, particularly those from a disadvantaged background, with a unique and deeply enriching opportunity to learn new skills, explore the world and nature in an exciting hands-on approach and learn key personal features such as teamwork and co-

operation. Forest School enables our Pupil premium pupils to explore, learn and have fun in a unique environment.

- John Gilbert has a positive influence on the children (and parents) within our school community, improving relationships, oracy and manners across the school. His lunchtime Newspaper Club now has over 40 children attending every Tuesday from Year 2 to Year 6, and the school supports our more disadvantaged children in purchasing a newspaper each week.
- The College has allowed a wider range of skills from the National Curriculum to be taught to Year 5 and 6 as well as improving behaviour and relationships

### 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 |
|-----------------------|----------|
| Learning By Questions |          |
| My Maths              |          |
| Little Wandle Phonics |          |
| Times Table Rockstars |          |
| Literacy Shed         |          |
| Spelling Shed         |          |
| IDL                   |          |
| Purple Mash           |          |
| White Rose Maths      |          |
| Snap Science          |          |
| Music Express         |          |

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    | n/a     |
| What was the impact of that spending on service pupil premium eligible pupils? | n/a     |

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*