

# Pupil Premium Strategy Statement 2024-25 with Impact



## Forty Hill CE 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 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	205 + 11 Nursery
Proportion (%) of pupil premium eligible pupils	18.05%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-25
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Jonquil Izard
Pupil premium lead	Jonquil Izard
Governor / Trustee lead	Matthew McDonnell


### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,850.00
Recovery Premium allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£57,850.00

# Part A: Pupil Premium strategy plan

## Statement of intent

**Our Vision**



Jesus said "As I have loved you, so you must love one another. By this everyone will know that you are my disciples." John 13:34-35

Following Jesus's example, we treat each other, our community, and God's amazing world with love, respect and compassion. We aspire to ignite curious minds, nurture a passion for learning and enable everyone to experience and share **faith**, **hope** and **service**.

Learning and living in Faith, Hope and Service

At our school, rooted in the values of **faith**, **hope**, and **service**, we are committed to ensuring that every child, regardless of background, is given the opportunity to flourish. Our approach to supporting pupils eligible for the Pupil Premium is grounded in the teachings of **Jesus**, who showed deep compassion and care for the most vulnerable. We strive to reflect His love in our actions, creating an environment where all students can excel in both **learning** and **living**.

Our vision is one of aspiration, where each child is encouraged to **aspire** to their fullest potential. Through targeted support, high-quality teaching, and carefully designed interventions, we aim to close the attainment gap and provide every child with the tools they need to succeed academically, socially, and emotionally.

Our commitment to **service** ensures that we focus on the holistic development of our pupils, understanding that academic achievement goes hand in hand with character formation. We aim to foster resilience, kindness, and a strong sense of community in our children, preparing them to contribute positively to society.

Guided by **hope**, we believe that every pupil can overcome barriers to success. Our strategy is designed to nurture confidence and independence, empowering each child to take ownership of their learning journey. By focusing on individualized support and celebrating progress, we are committed to cultivating a love of learning that will serve our pupils throughout their lives.

In all we do, we aim to demonstrate **faith** in our students' abilities, instill **hope** for their future, and inspire a life of **service** to others. Through this, we honor Jesus' example and ensure that each child in our care is equipped to thrive, not just in school, but in all aspects of life.

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 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 learn and live in Faith, Hope and Service.

*Jesus said: "As I have loved you, you must love one another. By this everyone will know that you are my disciples." John 13: 34-35*

## 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 2023-24 suggests that some 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 support and develop 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	The continued negative impact of school lockdowns from January- March 2021 as well as Covid outbreaks in school in September to December 2021 is still evident in some areas of learning and attitude.

5	There should be a greater percentage of our more able pupils eligible for PP reaching Greater Depth in both internal and external assessments through targeted teaching and exposure to challenge inside and outside the classroom.
6	Pupils eligible for PP have had less access to enrichment opportunities and opportunities to boost confidence and expectations for learning
7	A 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 develop language and a greater range of vocabulary in spoken and writing skills.	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%
More able pupils eligible for PP have access to targeted teaching and opportunities in school to enable them to reach greater depth/ mastery.	A greater percentage of pupils eligible for PP reach greater depth in core subjects.

## 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: £28,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inspirational staff CPD and resources 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, reading and mathematics. These include:</p> <ul style="list-style-type: none"> <li>• Twinkl</li> <li>• Classroom Secrets</li> <li>• Emile Spelling Programme</li> <li>• Literacy Shed Plus</li> <li>• Spelling Shed</li> <li>• White Rose Premium Maths resources</li> <li>• Big Maths Beat That</li> <li>• Purple Mash</li> <li>• Wordshark</li> <li>• Music Express</li> </ul> <p>We have purchased some additional home readers to support our less confident readers in KS2 and to support our whole school target of introducing a new way of teaching reading and increasing greater depth numbers throughout the school.</p> <p>Additionally, some of the PP money has continued to 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 and inspire our children.</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. Improved standards and attitude</li> <li>5. 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.</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. Raise standards</li> <li>5. Opportunities to excel</li> </ol>

	In specific year groups we shall endeavour to have an additional (third) adult for part of the day to support children including those with PP and/or SEND through targeted teaching and interventions where needed.	
<p>Increase awareness of mental health and wellbeing</p> <p>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. It is even more vital to motivate and inspire our children, particularly our children who receive Pupil premium, so they have greater self-belief and resilience. Social media and the internet is increasing our children's negative perceptions of themselves, particularly in the area of mental health and own personal wellbeing.</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. This will also include a Gardening Nurture Group led by the school SENCo.</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 is in place to give 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>DHT and Pastoral Lead are now trained in Drawing and Talking, a foundation course in art/talk therapy for those affected by trauma and mental health issues and can provide focused support for our most vulnerable children.</p> <p>In addition to the Zones of Regulation (a whole school initiative to provide our children with language and strategies to regulate and verbalise their emotions) we are now embedding Growth Mindset as a whole school initiative to support our pupils build a more positive attitude toward challenge and to grow resilience in learning and friendships.</p> <p>We will be providing a range of parent workshops this year to raise parent awareness in the Zones of Regulation and Growth Mindset, alongside our new Conduct and Relationships Policy, so the language and strategies can be replicated at home.</p>	<p>2. Improve wellbeing and resilience</p> <p>4. Improved standards and attitude to learning</p> <p>6. Increase opportunities and confidence</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 learn and live in Faith, Hope and Service, as stated in</p>	<p>1. Rates of progress in all areas</p> <p>2. Improve wellbeing and resilience</p> <p>3. Improve communication and language skills</p>

	<p>our vision, will continue to be developed and adapted to be continuously relevant and successful. 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. Our PSHE framework has been written to fit the context of our school, in particular our participation in the Global Neighbours accreditation. This programme will enable all our children to have greater sense of citizenship and responsibility as stewards of our Earth as well as a more in-depth and informed view of the challenges our world face and how they can become courageous advocates who can help challenge injustice and protect our world.</p> <p>Priorities from our SDP 2024-25 are:</p> <ol style="list-style-type: none"> <li>1) Introduction of our new School Vision</li> <li>2) To develop the fluency of reading, alongside more opportunities for discussion of texts and reading for pleasure.</li> <li>3) Improving our spelling with use of the new Emile programme at school and at home.</li> <li>4) Introduction of our new Relationships and Conduct Policy with an emphasis on trauma informed practice and restorative conversations.</li> <li>5) Demonstrating our school Values at play and specifically when playing sport.</li> <li>6) Developing a more consistent and impactful School and Eco Council.</li> <li>7) Understanding our Big Bible Story Key Concepts and related language.</li> <li>8) Developing how and what we learn in Computing and PE, and how this is assessed.</li> </ol> <p>In addition to the above, we pride ourselves on developing our children as individuals and celebrating their talents through our Arts Trophy, Forty Hill College, SMSC and British Values curriculum, PSHE and Global Neighbours Project.</p> <p>Pupil Premium funding will contribute to resources to ensure that we are providing the best experiences and opportunities for our children, particularly those eligible for PP.</p>	<p>4. Improved standards and attitude to learning following Covid</p> <p>5. Opportunities to excel</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:£14,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>1.Rates of progress in all areas</p> <p>3.Improve communication and oral language skills</p> <p>4.Raise standards</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> and additional targeted groups led by SMT.	5.Opportunities to excel
Enrichment opportunities for Pupil Premium pupils across the school through the ETSP	<p>Enrichment opportunities have always been a source of strength at Forty Hill. We are proud to work with the Enfield LA and Church heads Partnership to ensure that opportunities boost children's confidence and academic ability in different areas of the curriculum as well as supporting their wellbeing.</p> <p>In previous years we have taken part in debating, maths masterclasses and spelling bees. This year, we intend to take part in Debating, Spelling Bees, Writing and Maths Masterclasses.</p>	<p>1.Rates of progress in all areas</p> <p>3.Improve communication and oral language skills</p> <p>4.Raise standards</p> <p>5.Opportunities to excel</p> <p>6. Increase opportunities and confidence</p>
<p>Specific Interventions and high-quality resources for specialist support:</p> <ul style="list-style-type: none"> <li>-Nurture Groups for resilience building and social skills as well as development of communication and academic potential</li> <li>-Online Numeracy Support Programme</li> <li>-Wordshark</li> <li>-Drawing and Talking Therapy</li> <li>-Language for Thinking</li> <li>-Resources for Zones of Regulation and Growth Mindset</li> <li>-New Relationships and Conduct Policy</li> </ul>	<p>Behaviour is a form of communication, and we wish to ensure that children can articulate their feelings. We also recognise that poor behaviour choices can have an impact on children's attitude to school life and attendance.</p> <p>Nurture groups can take many different forms and our school SENCO will lead a Pokemon Club and a Gardening Group to support pupils develop confidence, social skills and resilience, as well as self-regulation.</p> <p>Nurture group for pupils eligible for PP led by Mrs saunders to support children develop early social skills such as taking a turn, sharing, communicating feelings, and working together.</p> <p>An online Numeracy support program will enable children, staff and the parents to access resources for personalised development and support of Numeracy skills (IDL)</p> <p>Wordshark is an online programme to support children with barriers to reading, writing and processing, and investment in this programme enables children to access personalised activities at home and in regular sessions at school.</p> <p>Language for Thinking intervention will take place to support primarily PP children with their development of language and build resilience and understanding, and to address the vocabulary gap.</p>	<p>1. Rates of progress in all areas</p> <p>2. Improve wellbeing and resilience</p> <p>3. Improve communication and language skills</p> <p>4. Improved standards and attitude to learning</p> <p>5. Opportunities to excel</p>
Support families with poor attendance	<p>Improving attendance has been made a whole school priority again this academic year 2024-25.</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>	7.Regular school attendance, enabling them to be successful learners.

	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, meeting with SLT to discuss improving attendance and providing support.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,000

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. We will offer a full range of after school clubs to our PP pupils throughout the academic year 2024-25.</p> <p>School trips will commence for every year group this year providing a range of experiences to enhance learning and widen awareness and knowledge of the world around us- these will include museums, art galleries, theatre experiences, wildlife experiences and different environments such as the beach. We have budgeted for all trips for those eligible for PP to have these experiences funded by the premium.</p> <p>Last year, around 78% of PP children attended after school clubs. Our aim is for at least 78% again and so we have budgeted for this amount for the whole school year.</p>	6. Increase opportunities and confidence
To provide the opportunity for all Y5 and Y6 pupils to attend a school journey/ activity day	<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. We use our pupil premium funding to provide 50% of the costs of these trips for all children eligible to PP.</p> <p>In addition to this, we aim to provide children with any specific equipment or clothing they may need for these experiences.</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>6. Increase opportunities and confidence</p>
To ensure all PP children have uniform and equipment for school.	<p>Alongside uniform vouchers from the local authority, we use our PP funding to supplement any additional uniform or equipment needs that may arise throughout the school year.</p>	2. Improve wellbeing and resilience
<p>Specialist Teachers:</p> <ul style="list-style-type: none"> <li>- To work with pupil premium children to develop oracy, communication, and language</li> </ul>	<p>Several of our pupil premium children are considered more able in our assessment and data tracking. 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 will use specialist or experienced practitioners to lead regular challenge groups or activities to extend these pupils.</p>	<p>1. Rates of progress in all areas</p> <p>2. Improve wellbeing and resilience</p> <p>3. Improve communication and language skills</p>

<p>-The Forty Hill College for Y5&amp;6</p> <p>-Forest Schools</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 invest some of our PP money on this to develop the children's sense of wellbeing and enrichment.</p>	<p>4. Improved standards and attitude to learning</p> <p>5. Opportunities to excel</p> <p>6. Increase opportunities and confidence</p>
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**Total budgeted cost: £57,850**

**Total spent: £57,850**

## 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.

Statutory Assessments:

#### Year 1 Phonics Screening Results

	2022		2023		2024		2025	
	School	National	School	National	School	National	School	National
Meeting Expectations	96.7%	79%	90%	85%	83.3%	79%	89.7%	80%

### Pupil Premium- 100% pass

#### Year 4 Multiplication Times table Check

	2022	2023	2024	2025
20 and above	80%	73%	56.7%	83%
25/25	48%	30%	26.7%	53%

### Pupil Premium- 83.3% full marks

#### End of KS2 National Curriculum Tests

Subject	End of Year Standard	21-22	22-23	23-24	24-25	National
Reading	Achieved the Expected Standard	82.1%	85.7%	85.7%	82.1%	75%
	Achieved Higher than the Expected Standard	46%	28.57%	46.43%	36%	
Writing	Achieved the Expected Standard	82.1%	78.6%	82.1%	85.7%	72%
	Achieved Higher than the Expected Standard	21.4%	14.3%	10.71%	25%	
Maths	Achieved the Expected Standard	96.4%	89.3%	89.3%	89.3%	75%
	Achieved Higher than the Expected Standard	37%	25%	21.43%	46.4%	25%
SPAG	Achieved the Expected Standard	96.43%	85.7%	85.71%	89.3%	72%
	Achieved Higher than the Expected Standard	36%		50%	61%	
Combined Reading, Writing and Maths Attainment Expected		75%	75%	78.6%	71.4%	62%

**Pupil Premium Reading – 88.9% ARE (up 26%)**

**Pupil Premium Maths- 100% ARE (up 25%)**

**Pupil Premium SPAG- 100% ARE (up 37.5%)**

**Pupil Premium Writing- 88.9% (up 26%)**

## Internal Assessments:

### Pupil Premium Data July 2025

	EYPP Combined Areas ARE %		
Nursery	100%		
Reception	100%		
Year Group	% of PP Pupils at ARE in Writing	% of PP Pupils at ARE in Reading	% of PP Pupils at ARE in Maths
1	100%	100%	100%
2	71.4%	71.4%	85.7%
3	100%	83%	83%
4	77.8%	55.6%	75%
5	100%	75%	75%
6	88.9%	88.9%	100%

## 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.

-Talk for Writing embedded fully into every classroom.

-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 – Classroom Secrets, Literacy Shed +, Spelling Shed, White Rose Maths, Times Table Rockstars, Twinkl, My Maths, Wordshark, IDL Numeracy.

-Little Wandle Phonics scheme fully embedded to 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 and refreshed throughout the year. Phonics pass rate was 71.4% of Pupil Premium children.

-Pastoral Lead and DHT continue to support using Drawing and Talking Therapy. 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. Governors and our LDBS and LA 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) Objective led targeted teaching, interventions and booster groups
  - 2) Enrichment opportunities for Pupil Premium pupils across the school through the ETSP
  - 3) 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
  - 4) Support families with poor attendance
- 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.
  - 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 in football tournaments, netball tournaments, Borough Athletics and Sports Celebrations at Enfield Town Park.
  - Children from disadvantaged backgrounds were provided with high quality interventions, filling any gaps in learning, and supporting children’s resilience and wellbeing. Investment in IDL Numeracy, Wordshark and Nessy ensured children could have booster work at their individual level and access to this at home and school.
  - Nurture Groups and Talk Time have been provided by Mrs Watson and Ms Darby, and Mrs Saunders , our Mental health lead. These have enabled some children to develop strategies and personal qualities such as greater resilience and confidence and this has impacted in their academic achievements including all our statutory assessments.
  - Attendance data is **96.47 % in 2024-2025**, compared to 95.53% for 2023-2024 but still above national average.

Attendance Data	Unauthorised Absence	Authorised Absence	Attendance
<b>2020-2021</b>	<b>0.22</b>	<b>2.56</b>	<b>97.22</b>
<b>2021-2022</b>	<b>0.6</b>	<b>5.15</b>	<b>94.25</b>
<b>2022-2023</b>	<b>0.5</b>	<b>3.96</b>	<b>95.54</b>
<b>2023-2024</b>	<b>0.57</b>	<b>3.9</b>	<b>95.53</b>
<b>2024-2025</b>	<b>0.53</b>	<b>3</b>	<b>96.47</b>

## 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
- 4) 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 an activity day at Gillwell Park and travelling to PGL on the Isle of Wight.

### Pupil Survey 2025

I am happy at Forty Hill- **86.39%**

I feel safe at Forty Hill- **92.67%**

If I feel unhappy, there is always an adult to talk to- **85.86%**

My school encourages me to to respect people from other backgrounds and to treat everyone equally- **86.39%**

The school helps me to know how to look after myself, including how to stay safe online and be healthy- **92.67%**

-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 local author visit on World Book day, alongside a drama workshop and a Giant's trail in the school.

-Our Global Neighbours curriculum has enabled our more disadvantaged children to develop a greater understanding of issues facing our world, grow as courageous advocates, widening their global awareness and building a set of skills and knowledge to make changes in the world, however small. Their achievements were shared and celebrated in the Global Neighbours sharing assembly 23rd May 2025 range of projects and the changes our children have instigated or supported locally, nationally and globally.

Continued 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 48% of Pupil Premium pupils had a club in Autumn Term, 52 % in the Spring Term and 46% in the Summer Term.

Individual music lessons are also supported by the school for our disadvantaged children, in 2024-2025, 4 disadvantaged children were provided with individual instrument lessons on a weekly basis.

Disadvantaged children provided with further opportunities provided in the subject area of music and dance -Choir, January Blues Concert, Summer Soiree Concert, Rock Steady Group, Enfield School Dance Festival.

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.

Forty Hill 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
Little Wandle Phonics	
My Maths	
White Rose Maths	
Purple Mash	
Emilie Spelling	
Times Table Rockstars	
Wordshark	
IDL Numeracy	
Literacy Shed plus	
Classroom Secrets	
Beat That Big Maths	

### 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.*