

Pupil premium strategy statement – *Forest Fields Primary and Nursery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	591
Proportion (%) of pupil premium eligible pupils	39% (230)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	S Chowdhury
Pupil premium lead	K Hayden & S Chowdhury
Governor / Trustee lead	J Verran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£307,860.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£307,860.00

Part A: Pupil premium strategy plan

Statement of intent

We are proud to serve a community that has a diverse population, with 46 languages spoken, and families that come from a range of backgrounds. Our intention is that all pupils make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this intention, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality first teaching is at the heart of our approach to teaching and learning, with a focus on disadvantaged pupils too, and the areas in which they require the most support. Providing high quality first teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery. This has included providing all children with 20 minutes of extra focused teaching support in the morning from 8.40-9.00 which we call 'RMC' time: recall, misconception and catch-up time. Children are given time to recall and apply phonics they have learnt; to tackle any misconceptions from learning from a previous session; to catch-up with an area that needs to be taught, for example, in maths. We also ensure that children who are disadvantaged have the opportunity in the afternoons to have support in phonics as part of our education recovery programme. We also provide targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve through regular pupil progress meetings.

Challenges

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

Challenge number	Detail of challenge
School context Our school pupil base deprivation and school location deprivation is well above average (IDSR). Pupils attending Forest Fields Primary School in January 2025 had an average IDACI deprivation score of 0.27 (based on residence). This means that 27.0% of pupils may have been experiencing family income deprivation in comparison with 16% Nationally, which is significantly higher deprivation .	
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. A significant number of our pupil premium children are EAL and have very low language acquisition on entry. Speaking & Listening: on entry to Reception class, between X - Y% of our disadvantaged pupils arrive below age-related expectations compared to X - Y% of other pupils. This gap remains significant to the end of KS2 as our stability is well below average at 63%.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading, writing and maths than their peers. Reading: on entry to Reception class, between X - Y% of our disadvantaged pupils arrive below age-related expectations compared to X - Y% of other pupils. This gap remains significant to the end of KS2 as our stability is well below average at 63%. Writing: on entry to Reception class, between X - Y% of our disadvantaged pupils arrive below age-related expectations compared to X - Y% of other pupils. This gap remains significant to the end of KS2 as our stability is well below average at 63%. Maths: on entry to Reception class, between X - Y% of our disadvantaged pupils arrive below age-related expectations compared to X - Y% of other pupils. This gap remains significant to the end of KS2 as our stability is well below average at 63%.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities. The families of a number of children with pupil premium, and those who are vulnerable, have or are receiving support from social care or associated agencies. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has had relative decline (IDSR) between 2% lower than National and between 2% lower than for non-disadvantaged pupils. There is an 11% gap of disadvantaged pupils having been 'persistently absent' compared to their peers during Aug 23 to Jul 25. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	School stability is well below average with pupils joining and leaving at various times throughout the school year and across the school. Our stability is well below average at 63% (IDSR).
6	Observations, and limited return with homework, suggest children with pupil premium need further support with homework, reading, maths, learning times tables etc. as non-pupil premium children.

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
1.Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2.Improved reading, writing and maths attainment among disadvantaged pupils.	KS2 reading, maths and writing outcomes in 2028/29 show that more disadvantaged pupils meet the expected standard.
3.To achieve and sustain access to enrichment throughout school for all pupils , particularly our disadvantaged pupils. To continue to provide pastoral and Early Help support for our families of a number of children with pupil premium, and those who are vulnerable .	Sustained high levels of support provided in 2028/29 demonstrated by: • qualitative data from student voice, student and parent feedback/ surveys and teacher observations • an increase in participation in enrichment activities, particularly among disadvantaged pupils.
4.To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2028/29 demonstrated by: • an improvement in unauthorised absence rate for all pupils, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • The gap in the percentage of all pupils who are persistently absent and the figure among disadvantaged pupils has reduced.
5.To continue to achieve and sustain improved attainment and progress of pupils who arrive at various times through the year.	KS2 reading outcomes in 2028/29 show an increase in the % of disadvantaged pupils meet the expected standard. Data shadow set reflect the core pupils attainment and progress. The school can capture the % of new arrivals and demonstrate progress from given starting points.
6.To continue to achieve and sustain improvement of pupil engagement with homework, reading, maths, learning times tables etc.	Sustained pupil engagement with homework provided in 2028/29 demonstrated by: • Pupils having own homework books and pencils to support homework at home • Pupils to have a menu of homework per half-term • Pupils to celebrate their homework via homework assemblies per half term, and this is shared via our Dojo. • Pupils completing CGP maths and reading at home.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 56,442.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2, 5
Purchase of i-pads to support teaching of reading, maths and EGPS.	Metacognition and self-regulation approaches support pupils to think about their own learning more explicitly +7 additional months progress in attainment Metacognition and self-regulation EEF	1,2,4,5,6
EYFS Orchards games purchased to support parental engagement and enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. This will also support low levels of vocabulary and social and emotional interaction which we can see is limited on entry in EYFS.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1,2,3,4,6
Homework for year 6 reading. Books to be given to each child to complete for homework and reviewed weekly with staff as a whole class as part of RMC	Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. +4 additional months progress in attainment (parental engagement - EEF) Parental engagement EEF	1,2,4,5,6

	Homework EEF	
Enhancement of our oracy teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Oracy and CPD.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF Collaborative learning approaches EEF	1,2,3,4,5,6
Enhancement of our assessment of writing by attending LA moderation, leading to precise feedback to further improve the planning and teaching of writing.	There is a strong evidence base that suggests feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome, and this can have high impact on writing. Feedback EEF	1,2,4,5
Homework for Years 2-6 for reading, maths and EGPS. Books to be given to each child to complete for homework and reviewed weekly with staff as a whole class as part of RMC.	Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. +4 additional months progress in attainment Parental engagement EEF Homework EEF	6,5,2,1

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

Budgeted cost: £ 136,733.39

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of LBQ for KS2	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1,2,4,5,6
Purchase of a structured oracy intervention to improve listening, narrative and vocabulary	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking,	1,2,3,4,5,6

skills for disadvantaged pupils who have relatively weak spoken language skills. Parents are also invited to support their child in the sessions too.	listening and a combination of the two show positive impacts on attainment. Oral language interventions EEF Parental engagement EEF	
2 x teacher to teach reading intervention using HGfL materials and writing interventions	Oral language and reading interventions can have a positive impact on pupils' language and comprehension skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. +7 additional months progress in attainment Reading comprehension strategies EEF	1,2,4,5,6
Targeted speech, language and communication groups for pupils identified as exhibiting difficulties.	Pupils with speech, language and communication difficulties make good progress against speech and language targets and exhibit improved verbal communication and confidence in the classroom. Oral language interventions EEF Parental engagement EEF One to one tuition EEF Small group tuition EEF	1,2,3
Pupils with, low self-esteem, mental health and emotional wellbeing difficulties and present this through dysregulated behaviour will access focused sessions, to support their emotional literacy, resilience and self-confidence.	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Pupils will benefit from this focused support. Previous experience provides evidence that pupils with Social, Emotional and Mental Health difficulties who present this through dysregulated behaviour and who are supported to address difficulties with a trained specialist, improve their emotional well-being which also enables good levels of academic progress.	1,2,3,4,5,6

	Behaviour interventions EEF Social and emotional learning EEF Parental engagement EEF	
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons in Y6.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1,2,4,5,6
TAs to support with specific needs.	TA targeted at specific needs can be an effective method to support pupils with their achievement. +4 additional months progress in attainment Individualised instruction EEF	1,2,3
Staff to target pupils with specific needs with EAL and SEND via on-line intervention platform:	On-line intervention platform targeted at specific needs for pupils with EAL and SEND to make rapid progress with language development and make good progress against speech and language targets and exhibit improved verbal communication and confidence in the classroom. Oral language interventions EEF Reading comprehension strategies EEF	1,2,3,4,5,6.
Staff to teach phonics to support with the teaching of phonics and reading	Most of the studies in phonics examine the impact of phonics when delivered in small groups or one-to-one sessions. However, many studies also evaluate whole-class delivery of phonics. Both approaches show positive effects on the literacy development of young children, underlining the effectiveness of phonics teaching in different instructional contexts. +5 additional months progress in attainment (Phonics - EEF) Phonics EEF	1,2,4,5,6

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

Budgeted cost: £ 120,573.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
To fund music tuition to improve self confidence and provide opportunities for pupils to learn and play instruments	There is a strong evidence base that suggests the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics. +3 additional months progress in attainment Arts participation EEF	1,2,3,4,5,6
To help fund our breakfast club for target pupils to improve attendance and punctuality	There is a strong evidence base that suggests the benefits of social and emotional learning by attending breakfast club. Social and emotional learning (SEL) opportunities seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. +3 additional months progress in attainment Extending school time EEF	1,2,3,4,5
To develop opportunities for cultural and educational experiences including: -Wild Things-transport and staffing -Subsidising educational experiences for pupils including school visits and residential All children with PP participate in educational trips to widen cultural capital.	There is a strong evidence base that suggests the benefits of social and emotional learning which happens through participation in enrichment opportunities linked to our curriculum that develop cultural and educational experiences. +5 additional months progress in attainment Collaborative learning approaches EEF	1,2,3,4,5,6
To employ a music specialist to deliver drumming sessions to	There is a strong evidence base that suggests the benefits of Arts participation for core academic attainment in other areas of the	1,2,3,4,5

support emotional well-being.	curriculum particularly literacy and mathematics. +3 additional months progress in attainment Arts participation EEF	
To fund artist-in-residence to improve self confidence and provide opportunities for pupils to learn through art, with their parents.	There is a strong evidence base that suggests the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics. Arts participation EEF	1,2,3,4,5,6
To train staff in the Solihull Approach to support parents. Staff to deliver parental workshops in line with the Solihull Approach.	There is a strong evidence base that suggests the benefits of parental engagement on children's academic learning, through more intensive programmes for families. Parental engagement EEF	1,2,3,4,5,6
Specialised support with pastoral care, attendance and behaviour.	There is a strong evidence base that suggests the benefits of social and emotional learning which happens through participation in support sessions that develop strategies for self-regulation and executive functioning. +5 additional months progress in attainment Collaborative learning approaches EEF Behaviour interventions EEF	1,2,3,4,5,6

Total budgeted cost: £ £313,749.35

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our context

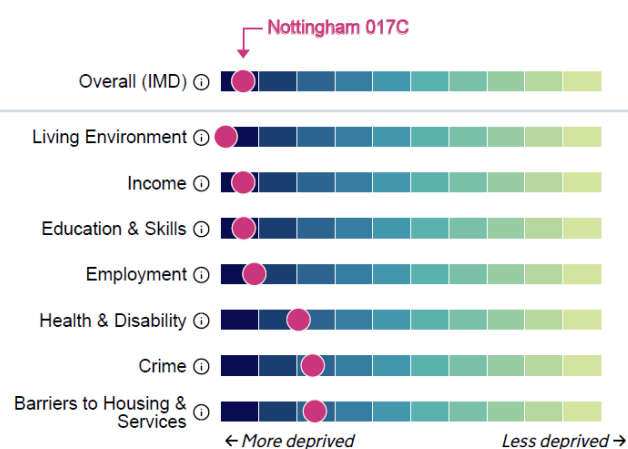
The information below shows our school context taken from 'English indices of deprivation 2025'. We have an exceptionally low stability percentage of pupils, which is 'well below average'. We have approximately 120 pupils leave and enter within an academic year. Only 44 of our 89 pupils in Y6 were with us from F2 to Y6. Our school is also set within a very deprived area.

"NG76GQ is part of **Nottingham 017C**. This is a small area called a Lower-layer Super Output Area (LSOA) in Nottingham. LSOAs – referred to here as 'neighbourhoods' – have an average population of 1,600 people. The latest available data, released in 2025, shows that: **Nottingham 017C is more deprived than most neighbourhoods in England.**

Only 6% of neighbourhoods in England are more deprived (ranked 1,987 out of 33,755 neighbourhoods)." (English indices of deprivation 2025)

There are different types of deprivation in Nottingham 017C

The neighbourhood you selected is most deprived in relation to living environment. Only 1% of neighbourhoods in England are more deprived.



Wider issues impacting disadvantage pupils

Attendance is key and our attendance team work exceptionally hard to engage our families. The attendance of our pupils with PP is lower, as well as the % of pupils with PP and persistent absence.

Year	Attendance of all pupils	Attendance of pupils with PP	Persistent absence of pupils with PP
24-25	91%	89.6%	40.8%
23-24	91.7%	89.9%	37%
22-23	90.0%	88.1%	School = 38.6%

F2- GLD

In 2025, 50% (7 out of 14) of our disadvantaged pupils obtained a Good Level of Development. This is 21% (2 pupils) below the National Other and 10% (1 pupil) below the School Other.

Phonics

In 2025, 43% (9 out of 21) of our disadvantaged pupils passed the Year 1 Phonics Test - this is up 26% from 2024. This is 40% (8 pupils) below the National Other and 17% (3 pupils) below the School Other.

In 2025, our 21 disadvantaged pupils decoded 19.9 words - this is up 1.3 words from 2024.

KS2 (Y6) attainment

In 2025, we had 40% of pupils in Y6 who received PP. Of the 89 pupils, 49% of our pupils were our core pupils from F2 to Y6. The 2025 cohort experienced national school closures when they were in KS1.

Reading

Of the 40% of pupils with PP, in reading, 19% were not entered for the National Tests, and 28% of pupils with SENDK.

In 2025, 34% (12 out of 35) of our disadvantaged pupils obtained at least the Expected Standard in Reading. This is 47% (16 pupils) below the National Other and 36% (12 pupils) below the School Other.

In 2025, 9% (3 out of 35) of our disadvantaged pupils obtained the High Standard in Reading. This is 30% (10 pupils) below the National Other and 8% (2 pupils) below the School Other.

Writing

In 2025, 29% (10 out of 34) of our disadvantaged pupils obtained at least the Expected Standard in Writing.

In 2025, 3% (1 out of 34) of our disadvantaged pupils obtained the Greater Depth Standard in Writing. This is 13% (4 pupils) below the National Other and in line with the School Other.

Maths

Of the 40% of pupils with PP, in maths, 17% were not entered for the National Tests, and 28% of pupils with SENDK.

In 2025, 43% (15 out of 35) of our disadvantaged pupils obtained at least the Expected Standard in Maths.

In 2025, 17% (6 out of 35) of our disadvantaged pupils obtained the High Standard in Maths - this is up 3% from 2024. This is 14% (4 pupils) below the National Other and in line with the School Other.

The school participated in many trips to support the curriculum to develop wider experiences and cultural capital, with the cost for pupils in receipt of PP taken from PP funding. Year 6 went on a residential and the cost for PP children was subsidised, allowing all PP children the opportunity to attend the trip.

Music teaching across the school has supported pupils to develop their confidence and abilities resulting in children participated in performances for parents and other stakeholders including a performance at the Albert Hall, Young Voices and attending music camp. We are now a Lead school for music in Nottingham.

Externally provided programmes

Programme	Provider