



**Our commitment to disadvantaged children and young people**

At Forest Moor School we firmly believe that children and young people with SEMH needs and who face disadvantage in their lives should be given the best chance of achieving their full potential. To do this, it is vital that we have a closer focus on those in receipt of pupil premium. In addition to specific interventions outlined below, this school’s core objective is to improve the quality of education for all attending our school as evidence suggests that this is singularly most beneficial to the outcomes of disadvantaged young people. [Using pupil premium | EEF](#)

**What is Pupil premium Funding?**

The Government provides pupil premium funding which is additional to main school funding. Its purpose is to support children with parents in the regular armed forces and to help address national inequalities between the achievements of children eligible for free school meals (FSM) or children in care when compared with their peers.

Please follow the link to the Department for Education to find out more about this funding. [Pupil premium - GOV.UK](#)

In the 2022-23 financial year the following funding was allocated for each child as follows:

<b>Disadvantaged pupils</b>
Pupils in year groups Reception to year 6 recorded as Ever 6 Free School Meals
Pupils in year groups 7 to 11 recorded as ever 6 Free School meals
Looked After Children(LAC) defined by the Children Act 1989 as one who is in the care of, or provided with accommodation by an English Local Authority
Children who are or ceased to be looked after by a Local Authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.



Children of service personnel.

We up-date our records regularly to make sure we have an accurate account of the school population. However, if your circumstances change please inform the school office.

If you are in receipt of any of the following your child is eligible for free school meals:

- Income Support
- Income based jobseeker’s allowance
- Support under part VI of the Immigration and Asylum Act 1999
- Child tax credit, provided they are not entitled to working tax credit and have an annual income, as assessed by HM Revenue and Customs, that does not exceed £16,190
- The guarantee element of state pension credit
- Employment support allowance

Barriers to progress and future Attainment ( for pupils with Pupil premium)	
a)	The vast majority of children eligible for the pupil premium grant enter the school with attainment levels that are significantly below their peers nationally and in many cases well below age related expectations.
b)	Many of our learners have obstacles to their individual learning based on their ability to communicate, social and emotional development or in their ability to interact with others.
c)	Independence, confidence, self-esteem, resilience, problem solving and life skills need support to enable the learners to access their environment and community, raising aspirations about what they can achieve in life.
d)	Our PP learners need additional support to access the curriculum at developmentally appropriate level.
e)	Many of our learners have little experience or understanding of the cultural aspects of learning.
External Barriers	
f)	All pupils within our school have Social, Emotional and Mental Health (SEMH) needs, which are outlined in a full Education Health and Care (EHCP) plan.



g)	Despite their EHCPs, many students entering the school have undiagnosed or unmet needs or needs that are not fully understood meaning that there is often additional assessment needed during or soon after transition
h)	Many of our pupils join the school after being out of education for a period or having been unable to access the mainstream curriculum. This means that many children have gaps in their academic skills and knowledge.
<b>Desired Outcomes</b>	
1.	Our Pupil Premium learners are, over time, achieving good progress from their different starting points
2.	All PP pupils are supported and their learning is personalised to meet their individual needs. This approach is helping to ensure that all pupils have an opportunity the reach their potential.
3.	Students are able to access a range of therapeutic interventions when necessary resulting in fewer behaviour incidents.
4.	Students are supported to grow their independence, confidence, self-esteem, resilience, problem solving and life skills.
5.	All students have access to a developed nurture provision.
<b>Monitoring Outcomes</b>	
	<p>A robust range of measures are being developed to ensure that we clearly understand the progress that all students are making. These measures include:</p> <ul style="list-style-type: none"> <li>● Academic progress in Mathematics, English and Science</li> <li>● Reading age</li> <li>● Attendance at school</li> <li>● Progress against EHCP targets</li> <li>● SEMH tracking</li> </ul> <p>These measures will be used to evaluate the progress of PP students compared to non PP students As the proportion of PP students in the school is higher than average (64%) the effects of general investments in staffing and other such whole school measures on PP students are difficult to disaggregate from the wider impact on the school population</p>

## Pupil Premium Statement 2022-23



Summary 2021/22					
Academic year	2022-23	Number of pupils eligible for Pupil Premium	58	Date of planned Pupil Premium review	
Number of pupils	86	Total budget for disadvantaged pupils	£68,055	Date of internal review of this strategy	July 2023

### Planned Expenditure for 2022/23

Desired Outcome 1: Our Pupil Premium learners are, over time, achieving good progress from their different starting points.			
Actions	Rationale	Staff Lead	Review
<p>Continue to develop quality of education to ensure that all staff become SEMH specialists whatever their role.</p> <p>Continue to develop a sequenced and coherent curriculum which addresses the gaps in knowledge and skills students may have.</p>	<p>A good quality curriculum offer improves outcomes for all learners but especially so for PP pupils</p> <p>Quality first teaching ensures that all students have:</p> <ul style="list-style-type: none"> <li>● EHCP needs met</li> <li>● SEMH needs met</li> <li>● Academic needs met</li> <li>● Effective behaviour management in place</li> <li>● An effective classroom team around them</li> <li>● A nurturing environment</li> </ul>	<p>Assistant Principal QoE - Alec Scott</p>	<p><b>End of year review of progress against range of measures:</b></p> <ul style="list-style-type: none"> <li>● Academic progress in Mathematics and English</li> <li>● SEMH progress in explore</li> <li>● Outcomes in standardised tests</li> </ul>



			<b>PP allocation: contribution to CPD and staffing budget.</b>
<b>Desired Outcome 2:</b> All PP pupils are supported and their learning is personalised to meet their individual needs. This approach is helping to ensure that all pupils have an opportunity to reach their potential.			
<b>Actions</b>	<b>Rationale</b>	<b>Staff Lead</b>	<b>Review</b>
<p>Maintain high staffing ratios in classrooms.</p> <p>Ensure care team capacity to provide interventions and support is available.</p> <p>Continue to develop classroom practice in personalising the curriculum offer.</p>	As above	<p>Principal – Dave Roberts</p> <p>Assistant Principal QoE - Alec Scott</p>	<p>Attainment and progress data at end of intervention and each half term afterwards.</p> <p><b>PP allocation: contribution to CPD and staffing budget.</b></p>
<b>Desired Outcome 3:</b> Students are able to access a range of therapeutic interventions when necessary resulting in fewer behaviour incidents.			
<b>Actions</b>	<b>Rationale</b>	<b>Staff Lead</b>	<b>Review</b>
<p>Investment in Care Team Leaders and Advanced Teaching Assistants to identify need and deliver therapeutic interventions. To include:</p> <p>Theraplay style intervention</p> <p>Lego Play</p>	<p>The school has students with a wide range of complex SEMH needs. Whilst an increasing range of needs can be met through a developing workforce there is still a need to train more staff to deliver interventions and to secure outside agency input when needed.</p>	<p>Principal – Dave Roberts</p>	<p>Half termly updates SEMH tracker</p> <p>Behaviour Watch data</p> <p><b>PP allocation: Contribution towards staffing and training costs.</b></p>



<p>Emotion Coaching Mentoring conversations TA led Speech and Language groups Animal assisted therapy style intervention</p> <p>To oversee: CAHMS appointments and referrals Counselling services such as Compass Buzz</p>			
<b>Desired Outcome 4:</b> Students are supported to grow their independence, confidence, self-esteem, resilience, problem solving and life skills.			
Actions	Rationale	Staff Lead	Review
<p>Continue to develop the outdoor learning offer for all Key stages.</p> <p>Weekly enrichment activities, on-site and offsite.</p>	<p>Students need support to grow interpersonal skills so that they can access their environment and community, and enjoy raised aspirations about what they can achieve in life.</p> <p>The Sutton Trust research <a href="#">Bright disadvantaged pupils get better A-levels through reading for pleasure, education trips and regular homework, as well as good schools - Sutton Trust</a></p> <p>Shows that students benefit greatly from having educational trips to museums, art galleries, theatre and other enrichment activities.</p>	<p>Assistant Principal QoE - Alec Scott</p>	<p>Termly SEMH tracker Termly pupil voice Behaviour watch data</p>



			<b>PP allocation: contribution to staffing budget, enrichment budget and Outdoor learning</b>
<b>Desired Outcome 5:</b> All students have access to a developed nurture provision.			
<b>Actions</b>	<b>Rationale</b>	<b>Staff Lead</b>	<b>Review</b>
<p>As part of development of a nurture provision all students have access to:</p> <p>Good quality free school meals (when eligible or when families are facing a financial crisis).</p> <p>Nurture breakfast each day</p> <p>Help with uniform, shoes, PE kit and equipment when needed.</p> <p>Focus on embedding the 6 nurture principles.</p>	<p>To ensure that social hardship doesn't present barriers to learning for young people.</p> <p>Maslow's hierarchy of needs – readiness for learning is more likely if physical needs are first met.</p>	<p>Assistant Principal BSW - Ron Crichton</p>	<p>As needed through the Assistant Headteacher for Behaviour, safety and welfare.</p> <p><b>PP allocation: contribution to catering budget and hardship fund</b></p>