

Pupil Premium Strategy Statement Forest Way School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Forest Way School
Number of pupils in school	278
Proportion (%) of pupil premium eligible pupils	35.5% (based on 225 pupils within pupil premium age range)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021 Reviewed and republished September 2022 and November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Gail Seaton, Headteacher
Pupil premium lead	Jacqui Garton
Governor / Trustee lead	James Shanley

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,010
Recovery premium funding allocation this academic year	£88,044
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£201,054

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our aim is to use the pupil premium funding to support our pupils to achieve and sustain the highest possible outcomes. All our pupils and young people have Education Health Care Plans, so whilst our strategy is focussed on supporting those pupils that are in receipt of pupil premium funding, it will benefit all pupils when it is spent on a whole school approach.

At the heart of our strategy is the individualised identification of barriers to learning and targeted support. We use our 'basket of indicators' to accurately identify where the support is required.

For our pupils at Forest Way we feel it is appropriate to take an evidence supported, holistic approach. Many of our pupils who receive Pupil Premium funding need support with emotional well-being, communication, physical development as well as literacy and numeracy.

Challenges

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

Challenge number	Detail of challenge
1	Teacher assessment has identified emotional wellbeing as being a targeted barrier to learning for 33% of our pupil premium pupils and behaviour as the targeted barrier to learning for a further 13%. Emotional wellbeing skills are also significantly lower for a large portion of pupils across the wider school as a result of pupils' special educational needs. Many have difficulties regulating their behaviour. They have low self-esteem with many pupils having previous negative experiences of school.
2	Communication, social, interaction and engagement skills are significantly lower for the majority of pupils (PP and no PP) as a result of pupils' special educational needs. Teacher assessment has identified communication as the targeted barrier to learning for 31% of our pupil premium pupils with an additional 15% for whom social interaction has been identified as the targeted barrier. Pupils have a range of communication and interaction needs, including being non-verbal, needing to use Makaton and speech output devices. Many have difficulties in following instructions and processing information.

3	Assessment data has shown that progress for pupil premium pupils is very good in all of the subjects, on average 95%+. This is better than non-pupil premium pupils in all subjects. However, pupil premium and FSM pupils progress in writing is at least 8% lower than all other subjects. Literacy skills are significantly lower than age expected levels for all pupils (PP and non-PP) as a result of pupils' special education needs. Many pupils have difficulty with their fine and gross motor skills. Many are also unable to transfer skill and concepts to their everyday experiences.
4	Assessment data has shown that progress for pupil premium pupils is very good in all of the subjects, on average 95%+. This is better than non-pupil premium pupils in all subjects. However, numeracy skills are significantly lower than age expected levels for all pupils (PP and non-PP) as a result of pupils' special educational needs.
5	Physical development (fine and gross motor) skills are significantly lower for the majority of pupils (PP and not PP eligible) as a result of pupils' special educational needs. This has been identified as the targeted barrier to learning for 2% of our pupils by teacher assessment.
6	Parental involvement can more difficult because geographically our pupils are part of a wide catchment area and many are transported to and from school by county transport. We also appreciate the challenges faced by our parents.
7	Staff in our school have an immense knowledge and understanding of our young people and work with each individual to ensure they feel safe and happy in school and make the best possible progress. As such, it is imperative that we do all we can to retain the skills, knowledge and experience that our staff hold to ensure consistency of care and the best possible outcomes for our pupils. It is also important that staff have ongoing CPD, based on the latest research, and the opportunity to share expertise and best practice across the school to ensure skills are maintained and kept up to date.

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
<p>Improve emotional and wellbeing skills of pupils eligible for pupil premium.</p>	<p>Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points capabilities and special educational needs) by the end of the year so that all pupils eligible for pupil premium make progress as demonstrated through their basket of indicators.</p> <p>Recorded behaviour incidents will reduce.</p> <p>Pupils will have made progress in managing their emotion and understanding why they feel the way they do. Teachers will report improved wellbeing of pupils and greater engagement in learning activities.</p> <p>Staff will have tools available through therapies to support the pupils.</p>
<p>Improve literacy (reading and writing) skills of pupils eligible for pupil premium.</p>	<p>Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that all pupils eligible for pupil premium make progress as demonstrated through their basket of indicators.</p>
<p>Improve social and communication (speaking and listening) skills of pupils eligible for pupil premium.</p>	<p>Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points capabilities and special educational needs) by the end of the year so that all pupils eligible for pupil premium make progress as demonstrated through their basket of indicators.</p> <p>Pupils will be able to make and sustain positive friendships.</p> <p>Pupils will be able to make choices and communicate their needs.</p>

<p>Improve numeracy skills of pupils eligible for pupil premium.</p>	<p>Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points capabilities and special educational needs) by the end of the year so that all pupils eligible for pupil premium make progress as demonstrated through their basket of indicators.</p>
<p>Improve physical development (fine and gross motor) skills of pupils eligible for pupil premium.</p>	<p>Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points capabilities and special educational needs) by the end of the year so that all pupils eligible for pupil premium make progress as demonstrated through their basket of indicators, with a particular focus on physical education.</p>
<p>Improve parental involvement in the health, behaviour and communication of pupils eligible for pupil premium.</p>	<p>All parents to be actively involved in their son/daughter's learning, emotional wellbeing, health and behaviour support resulting in improved pupil outcomes. This includes being involved in contributing to EHCP document and writing EHCP outcomes.</p>
<p>Improve staff wellbeing.</p>	<p>Staff to show increased reported levels of wellbeing in annual wellbeing surveys. A reduction in staff turnover to be seen across the academic year meaning experienced and skilled staff are retained. Evidence staff having attended CPD events and shared expertise/resources.</p>

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: £30,527

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for staff 'Behaviour Can Change' – staff to understand the wider reasons for behaviour, strategies to support behaviour, and recording of behaviour.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.</p> <p>The interventions themselves can be split into three broad categories:</p> <ol style="list-style-type: none"> 1. Whole school positive ethos. 2. Individual strategies to support pupils 3. Wider strategies e.g. EDR, understanding behaviour. <p>Our behaviour data is robust and we use this to analyse behaviour and see patterns of behaviour which allows us to set suitable interventions.</p> <p>The EEF have stated that, "When adopting behaviour interventions – whether targeted or universal --- it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school."</p>	<p>1, 2</p>
<p>PECS and AAC training for all staff leading to a greater understanding and ability to implement PECS support for early communication and then the move towards AAC devices.</p>	<p>Many studies documenting the effectiveness of PECS have been found to meet the evidence-based practice criteria. These studies provide documentation for supporting the Picture Exchange Communication System as an evidence-based practice.</p> <p>https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/PECS_Complete.pdf</p>	<p>2,3</p>

<p>Sensory processing CPD for all staff.</p>	<p>There is a wide range of research outlining the negative impact sensory processing difficulties have on pupils learning and that staff knowledge and resources can help reduce sensory impacts.</p> <p><i>For example:</i></p> <p><i>Distraction, distress and diversity: Exploring the impact of sensory processing differences on learning and school life for pupils with autism spectrum disorders, Jones et. al. 2020</i></p> <p><i>Performance Challenges for Children and Adolescents with Difficulty Processing and Integrating Sensory Information: A Systematic Review, Patten and Rudney 2010</i></p>	<p>1, 2, 3, 4</p>
<p>Phonics CPD for all staff to support early reading and spelling.</p>	<p>The EEF have found that there is very extensive evidence that phonics instruction has high impact for very low cost.</p>	<p>3</p>
<p>Review of summative assessment process for writing to ensure data gives an accurate picture of pupils' progress and understanding.</p>	<p>Lambeth Council in their 2013 study "Using Data to raise achievement: Good Practice in Schools" stated that "...one of the core elements of the schools' success in raising achievement is a robust focus on tracking and monitoring of individual progress and forensic use of assessment data for progress tracking, target setting and support for pupils slipping behind with targeted interventions."</p> <p>Kirkup et.al. 2005 found that the effective use of data can promote better teaching and learning through:</p> <ul style="list-style-type: none"> • Challenging expectations of staff, pupils and parents • Transitions and transfers • Identification of pupils' achievements and setting of targets. 	<p>3</p>

<p>Maths CPD for all staff to support effective maths teaching across the school.</p>	<p>The evidence review of, “The effects of high-quality professional development on teachers and students,” by the Education Policy Institute (2020) found that:</p> <ul style="list-style-type: none"> • High-quality CPD for teachers has a significant effect on pupils’ learning outcomes • Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	<p>4</p>
<p>Continuous Provision CPD for all staff to support effective use of continuous and enhanced provision in the classroom to support pupils’ cognitive and social development.</p>	<p>The developmental levels and learning needs amongst our pupils mean that continuous provision and play based learning is an appropriate approach in the classroom beyond the early school years where it is traditionally used. The EEF Early Years toolkit states that, “Positive outcomes have been identified for a range of early learning outcomes including language, early literacy, early numeracy and a range of other cognitive outcomes. Play-based approaches can have substantial benefits for children who are identified as having social, emotional, or educational difficulties.”</p> <p>The EEF also states that, “The evidence base for play-based learning is not strong or consistent but does indicate a clear relationship between play and early learning outcomes,” and that, “On average, the studies of play that measure impact found that play-based learning approaches improve learning outcomes by approximately four additional months.”</p>	<p>2, 3, 4, 5</p>
<p>Strategies to improve staff wellbeing – leading to greater retention of trained and experienced staff.</p>	<p>Detailed research into education staff wellbeing is limited but suggests the impact it can have on outcomes. One major report involving data collected from 246 primary and 182 secondary schools highlighted that staff wellbeing had a statistically significant impact on outcomes.</p> <p>Research from wider business and the NHS suggest that there is a causal link between</p>	<p>1, 2, 3, 4, 6</p>

	<p>staff wellbeing and performance outcomes and leads to a reduction in turnover, amongst having other benefits,</p> <p>https://welbee.co.uk/wp-content/uploads/2021/07/wellbeing-evidence.pdf</p>	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

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

Budgeted cost: **£95,264**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group work with SALT to support language and sentence structure as well as PECS to support children's communication.</p>	<p>Evidence shows that small group tuition is effective. Particularly with focused work around communication.</p> <p>The EEF have found that there is moderate evidence that small group tuition has moderate impact for low cost.</p> <p>Speech and Language Therapy is delivered by specialist therapist and supported by follow-up sessions with trained staff in classes. The work is in line with the government's 'What Works': Interventions for children and young people with speech, language and communication needs.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/556912/DFE-RR247-BCRP10.pdf</p> <p>Many studies documenting the effectiveness of PECS have been found to meet the evidence-based practice criteria. These studies provide documentation for supporting the Picture Exchange Communication System as an evidence-based practice.</p> <p>https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/PECS_Complete.pdf</p>	3
ELSA	<p>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. The EEF found that, "Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over</p>	1, 2, 3

	<p>the course of an academic year.” They also stated that, “Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.”</p> <p>There is a growing evidence base to show that ELSA is effective in relation to the following outcomes:</p> <ul style="list-style-type: none"> • Self-efficacy beliefs • Development of emotional literacy • Emotional wellbeing • Academic progress • Parental engagement <p><i>https://www.elsanetwork.org/elsa-network/</i></p>	
Numeracy and writing 1:1 support	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. All our Teaching Assistants are deployed in a targeted manner to support individuals or small groups. The EEF have found that there is moderate evidence that Teaching Assistant Interventions have moderate impact based on moderate cost.</p>	4

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

Budgeted cost: **£75,263**

Activity	Evidence that supports this approach	Challenge number(s) addressed
PE specific interventions <ul style="list-style-type: none"> • Bikeability • Wellbeing trips • Sports festivals 	<p>Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise.</p> <p>This might be through organised after school activities or a programme organised by a local sporting club or association. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as Sports clubs, drama, and forest schools.</p> <p>Research has shown that participation in physical education has a range of benefits for young people with Special Educational Needs, including,</p> <ul style="list-style-type: none"> • Improvement in gross motor skills • Obesity control 	1, 5

	<ul style="list-style-type: none"> • Improved self-esteem and social skills • Encouragement of an active lifestyle • Increased motivation in wider aspects of their lives. <p><i>(Promoting the Participation of Children with Disabilities in Sports, Recreation, and Physical Activities, Nancy et.al. 2008)</i></p>	
Lego therapy.	<p>Lego-based therapy (LeGoff et al 2014) is an evidence-based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving. In addition, the EEF has found that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p>https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot#:~:text=Lego%2Dbased%20therapy%20(LeGoff%20et,using%20names%20and%20problem%2Dsolving.</p>	1, 2
<p>To enhance wellbeing for specific pupils</p> <ul style="list-style-type: none"> • Music Therapy • Bespoke behaviour support • Small well-being groups • After school clubs 	<p>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. The EEF found that, "Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year." They also stated that, "Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment."</p> <p>Music Therapy is listed as an Evidence-Based Practice for children with Autism Spectrum Disorder</p> <p>https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf</p>	1, 2, 6

<p>Parental Support for communication:</p> <ul style="list-style-type: none"> • Makaton training • Behaviour interventions • Communication support e.g. Social stories and visual strips 	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic and holistic learning.</p> <p>Strategies shared with parents to ensure a consistent approach both at home and in school.</p> <p>The EEF have found that there is extensive evidence that parental engagement has moderate impact for very low cost.</p>	<p>6</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------

Total budgeted cost: £201,054

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 **2022-2023** academic year.

Intervention	Intended outcomes/Enhancing learning	Impact measure
<p>CPD for staff ‘Behaviour Can Change’ – staff to understand the wider reasons for behaviour, strategies to support behaviour, and recording of behaviour.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.</p> <p>The interventions themselves can be split into three broad categories:</p> <ol style="list-style-type: none"> 4. Whole school positive ethos. 5. Individual strategies to support pupils 6. Wider strategies e.g. EDR, understanding behaviour. <p>Our behaviour data is robust and we use this to analyse behaviour and see patterns of behaviour which allows us to set suitable interventions.</p> <p>The EEF have stated that, “When adopting behaviour interventions – whether targeted or universal --- it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.”</p>	<p>Staff in class teams have been empowered to deal with incidents of difficult behaviour and are more self-sufficient in this regard – reducing the disruption to learning and calming distressed pupils more quickly.</p> <p>Staff have strategies for working in steps to support the behaviour of individual students, which in some cases has led to vastly increased participation in learning and progress amongst some pupils. For example, one pupil premium pupil has progressed from absconding from the classroom several times a day in the previous academic year, to being present in all lessons with no incidents of absconding during the second half of the 2022/2023 academic year.</p> <p>Follow-up monitoring by the Behaviour Manager has shown an increase in the use of visual aids, which was a focus of one of the CPD session, to support behaviour across the school, including “Now... Next” strips, destination photos and symbolised social stories.</p>

<p>PECS and AAC training for all staff leading to a greater understanding and ability to implement PECS support for early communication and then the move towards AAC devices.</p>	<p>Many studies documenting the effectiveness of PECS have been found to meet the evidence-based practice criteria. These studies provide documentation for supporting the Picture Exchange Communication System as an evidence-based practice.</p> <p>https://autismpdc.fpq.unc.edu/sites/autismpdc.fpq.unc.edu/files/imce/documents/PECS_Complete.pdf</p>	<p>Staff across the whole school have received training for using PECS to support pupils' communication. This has been backed up by shorter, more specific drop-in sessions as well as side-by-side training and modelling from our external Speech and Language Therapist and our in-house communication manager.</p> <p>Every class now has staff who are able to model, support and progress pupils' use of their communication systems.</p> <p>Evidence of progress can be seen in the SALT reports, pupils' IEP updates, pupils' progress reports and feedback from teachers.</p>
<p>Sensory processing CPD for all staff.</p>	<p>There is a wide range of research outlining the negative impact sensory processing difficulties have on pupils learning and that staff knowledge and resources can help reduce sensory impacts.</p> <p><i>For example:</i></p> <p><i>Distraction, distress and diversity: Exploring the impact of sensory processing differences on learning and school life for pupils with autism spectrum disorders, Jones et. al. 2020</i></p> <p><i>Performance Challenges for Children and Adolescents with Difficulty Processing and Integrating Sensory Information: A Systematic Review, Patten and Rudney 2010</i></p>	<p>All Teachers and Senior Teaching Assistants have received training about Sensory Processing needs, how they manifest themselves in pupils' behaviour and strategies for how the impact of the sensory need can be reduced to enhance their ability to learn.</p> <p>Classroom staff are supported in individual cases by our Assistant Principal, who is the sensory curriculum lead.</p>

<p>Phonics CPD for all staff to support early reading and spelling.</p>	<p>The EEF have found that there is very extensive evidence that phonics instruction has high impact for very low cost.</p>	<p>Phonics training has continued for all staff across the school to ensure that phonics sessions are delivered consistently and in line with good practice. The whole school approach has benefitted a wide range of pupils as there are many pupils in every Key Stage and year group who are still in the early reading stage.</p> <p>Evidence of progress can be seen in the Phonics Tracker system and the Key Stage 1 Phonics screening check, where it was passed by 2 pupils for the first time since the school started doing the phonics screening.</p>
<p>Review of summative assessment process for writing to ensure data gives an accurate picture of pupils' progress and understanding.</p>	<p>Lambeth Council in their 2013 study "Using Data to raise achievement: Good Practice in Schools" stated that <i>"...one of the core elements of the schools' success in raising achievement is a robust focus on tracking and monitoring of individual progress and forensic use of assessment data for progress tracking, target setting and support for pupils slipping behind with targeted interventions."</i></p> <p>Kirkup et.al. 2005 found that the effective use of data can promote better teaching and learning through:</p> <ul style="list-style-type: none"> • Challenging expectations of staff, pupils and parents • Transitions and transfers • Identification of pupils' achievements and setting of targets. 	<p>A school-wide project to review and revise our assessment processes has been started this year.</p> <p>Having undertaken an in-depth root and branch investigation of our current assessment policies and procedures, it was decided that addressing the means by which pupils' IEPs were assessed and recorded would have the greatest impact on their progress and so has been revised first.</p> <p>The revision of the writing assessment has been completed and is being rolled out during the 2023-2024 academic year.</p>

<p>Maths CPD for all staff to support effective maths teaching across the school.</p>	<p>The evidence review of, “The effects of high-quality professional development on teachers and students,” by the Education Policy Institute (2020) found that:</p> <ul style="list-style-type: none"> • High-quality CPD for teachers has a significant effect on pupils’ learning outcomes • Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	<p>Maths CPD was undertaken by all staff during the autumn term. This has been followed up by the maths curriculum coordinator team with folder scrutinies and learning walks.</p> <p>Learning walks have shown that maths teaching across the school included the following strengths:</p> <ul style="list-style-type: none"> • Students were engaged and happy throughout the school. • Atmosphere in classes was calm and focused on the lesson. • Resources were used appropriately, and staff were creative with this eg. Using playing cards to play ‘higher or lower’. • Some elements of good questioning to promote mastery. • Good questioning to promote thinking skills. • Some elements of problem solving eg. Students to organise themselves in order of the months of the year. • Evidence of using real life Maths seen throughout the school eg. Writing the short date as a class at the beginning of the lesson. • Evidence of cross curricular Maths eg. Focus of measuring things in cooking. • Staff know their students. • Creative ideas on how to make maths fun eg. Whole class games. • Using books to capture the interest of students. • Cross curricular links for lower ability learners in particular. • All students were supported fully across school.
---------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<ul style="list-style-type: none"> • Lovely ideas for how to link maths into engagement lessons. <p>Areas for improvement have also been noted and will be incorporated into future CPD.</p>
PE CPD for all staff to support effective PE teaching across school and support pupils' physical development.	<p>Research has shown that participation in physical education has a range of benefits for young people with Special Educational Needs, including,</p> <ul style="list-style-type: none"> • Improvement in gross motor skills • Obesity control • Improved self-esteem and social skills • Encouragement of an active lifestyle • Increased motivation in wider aspects of their lives. <p><i>(Promoting the Participation of Children with Disabilities in Sports, Recreation, and Physical Activities, Nancy et.al. 2008)</i></p>	<p>PE CPD was undertaken by all staff during the autumn term with the aim to deliver training in the new PE curriculum and ensure high quality PE lessons for all students are planned, delivered and supported. This has been followed up by the PE curriculum coordinator team with learning walks as well as a number of drop-in sessions to help staff plan more effectively for the different areas of the PE scheme of work.</p> <p>The learning walks have shown a big increase of adherence to the new scheme of work, and this was consistent for all pupils, regardless of ability and age.</p> <p>Two members of staff also attended external CPD training this year for the Big Moves Initiative. This programme was then translated into a targeted intervention for a KS2 group who attended a 6-week morning club, in aim to increase focus and regulation.</p>
Strategies to improve staff wellbeing – leading to greater retention of trained and experienced staff.	<p>Detailed research into education staff wellbeing is limited but suggests the impact it can have on outcomes. One major report involving data collected from 246 primary and 182 secondary schools highlighted that staff wellbeing had a statistically significant impact on outcomes. Research from wider business and the NHS suggest that there</p>	<p>A number of actions have been taken to improve staff wellbeing and improve retention. These include:</p> <ul style="list-style-type: none"> • Wellbeing strategy. • Mental Health support team came in to meet staff. • Initiatives such as aromatherapy sessions for

	<p>is a causal link between staff wellbeing and performance outcomes and leads to a reduction in turnover, amongst having other benefits, https://welbee.co.uk/wp-content/uploads/2021/07/wellbeing-evidence.pdf</p>	<p>staff and after school activities.</p> <ul style="list-style-type: none"> • Staff wellbeing breakfast at the end of each term. • Drop-in sessions for staff to talk. • Menopause support meeting. • Ongoing CPD for all staff and opportunities to do nationally recognised qualifications. • Introduction of off timetable days to allow teaching staff to carry out administration and assessment activities without using their own free time. <p>A staff wellbeing survey is currently being undertaken, which will help to assess the impact of the above initiatives. Feedback from staff exit discussions will also be incorporated into revisions of the Wellbeing Strategy and plans for next year.</p>
<p>Small group work with SALT to support language and sentence structure as well as PECS to support children's communication.</p>	<p>Evidence shows that small group tuition is effective. Particularly with focused work around communication.</p> <p>The EEF have found that there is moderate evidence that small group tuition has moderate impact for low cost.</p> <p>Speech and Language Therapy is delivered by specialist therapist and supported by follow-up sessions with trained staff in classes. The work is in line with the government's 'What Works': Interventions for children and young people with speech, language and communication needs.</p>	<p>As well as having the support of the NHS Speech and Language Therapy service, this year, the school has funded a private speech and language service to supplement the work of the NHS therapists and to run individual and small group work with identified pupils.</p> <p>The private SALT has worked with 28 pupils and all the class teams across the school throughout the year.</p> <p>Every class now has staff who are able to model, support and progress pupils' use of their communication systems.</p>

	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/556912/DFE-RR247-BCRP10.pdf</p> <p>Many studies documenting the effectiveness of PECS have been found to meet the evidence-based practice criteria. These studies provide documentation for supporting the Picture Exchange Communication System as an evidence-based practice.</p> <p>https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/PECS_Complete.pdf</p>	<p>Evidence of progress can be seen in the SALT reports, pupils' IEP updates, pupils' progress reports and feedback from teachers.</p>
<p>ELSA</p>	<p>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. The EEF found that, "Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year." They also stated that, "Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment."</p> <p>There is a growing evidence base to show that ELSA is</p>	<p>Forest Way has a team of five ELSA trained staff, who have been having ELSA sessions with 35 pupils.</p> <p>Whilst ELSA records are confidential and cannot be widely shared, the ELSA practitioners have fed back situations where there have been noticeable improvements in the pupils' emotional literacy.</p> <p>On one example, a pupil was attending ELSA sessions because of violent behaviour at home. Over the year, this behaviour stopped and the pupil no longer needs to attend ELSA sessions.</p> <p>Another pupil, who did not like to talk about his emotions, will now have regular conversations with his ELSA practitioner about things that are happening and how he feels about it.</p>

	<p>effective in relation to the following outcomes:</p> <ul style="list-style-type: none"> • Self-efficacy beliefs • Development of emotional literacy • Emotional wellbeing • Academic progress • Parental engagement <p>https://www.elsanetwork.org/elsa-network/</p>	
<p>Numeracy 1:1 support</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>All our Teaching Assistants are deployed in a targeted manner to support individuals or small groups.</p> <p>The EEF have found that there is moderate evidence that Teaching Assistant Interventions have moderate impact based on moderate cost.</p>	<p>Analysis of the November 2022 small steps assessments showed that:</p> <ul style="list-style-type: none"> • Pupil premium students have made excellent progress in all areas, their progress ranges from 97-94% in all areas with the exception of writing which is 85%. They have made more progress than non-pupil premium students in all areas. • FSM students' progress is excellent ranging from 98-90% in all areas. Our one service child student has made progress all areas. <p>Analysis was undertaken of all Pupil Premium Progress and any Pupil Premium pupil having not made progress in any area was identified and followed up with the class teacher to ensure they has support to address any areas needed for the pupil to make their best potential progress.</p> <p>This approach, including 1:1 support and interventions, has continued to have a positive effect across the school. Analysis of the summer 2023 small steps assessments shows that:</p>

		<ul style="list-style-type: none"> • Progress for pupil premium pupils is very good in all subjects, on average 96%. This is better than non-pupil premium pupils in all subjects with the expectation of writing, 90%, which is the same. • The percentage of Pupil Premium pupils making progress across the year has increased in all subjects when compared to the June 2022 data (as it has with non-Pupil Premium pupils). The smallest increase is 2.5% in listening and maths, the largest increase is 7% in writing.
<p>PE specific interventions</p> <ul style="list-style-type: none"> • Bikeability • Wellbeing trips • Sports festivals 	<p>Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise.</p> <p>This might be through organised after school activities or a programme organised by a local sporting club or association. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as Sports clubs, drama, and forest schools.</p> <p>Research has shown that participation in physical education has a range of benefits for young people with Special Educational Needs, including,</p> <ul style="list-style-type: none"> • Improvement in gross motor skills • Obesity control • Improved self-esteem and social skills • Encouragement of an active lifestyle 	<p>Multiple sporting events, trips and enrichments have taken place over the academic year which have included competitive elements. We have worked to ensure an increased participation and intake of students who can access traditional competition-based events, as well as the group of students we have identified are in need of adapted competition-based activities and events.</p> <p>This year we have celebrated the implementation of outdoor and adventurous activities for all students within the curriculum and all students in the school have attended at least one intra-event or inter-event.</p> <p>Many Pupil Premium pupils have been training regularly in the newly appointed KS3/KS4/KS5 football team on a weekly basis and have</p>

	<ul style="list-style-type: none"> Increased motivation in wider aspects of their lives. <p><i>(Promoting the Participation of Children with Disabilities in Sports, Recreation, and Physical Activities, Nancy et.al. 2008)</i></p>	<p>participated in the Midlands SEND league for the first time. Forest Way competed in 9 football matches (home and away around the Midlands area).</p> <p>This year, we have also had a large focus on EYFS and PMLD students and ensuring they can access competitive events. Multiple intra-events have taken place this year for these targeted students.</p>
Lego therapy	<p>Lego-based therapy (LeGoff et al 2014) is an evidence-based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving. In addition, the EEF has found that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p>https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot#:~:text=Lego%2Dbased%20therapy%20(LeGoff%20et,using%20names%20and%20problem%2Dsolving.</p>	<p>The school has been providing regular Lego Therapy sessions, targeted at Pupil Premium pupils. Each of the participants has had at least 6 sessions, allowing them to practice the skills in each of the roles.</p> <p>Reports and notes from the Lego Therapy staff show excellent engagement by the participants, with all pupils making progress in their teamwork, problem-solving and communication between the first and last sessions.</p>
<p>To enhance wellbeing for specific pupils</p> <ul style="list-style-type: none"> Music Therapy Bespoke behaviour support Small well-being groups Lunch time clubs 	<p>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. The EEF found that, "Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic</p>	<p>This year we have delivered the following activities to improve wellbeing and promote progress:</p> <p>Music therapy – a qualified music therapist has worked with a group of children weekly, throughout the year.</p> <p>Music communication and interaction sessions – qualified music teachers have worked with a range of pupils using</p>

year.” They also stated that, “Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.”

Music Therapy is listed as an Evidence-Based Practice for children with Autism Spectrum Disorder

<https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf>

music to encourage and improve their communication and interaction as well as their overall wellbeing. Feedback from these sessions has shown that they have encouraged interaction, engagement and overall wellbeing in pupils who have been difficult to engage.

To maximise the number of clubs we could deliver, the decision was made to run after school clubs rather than lunchtime clubs. This has given all pupils the opportunity to attend a club to enhance their access to wider enrichment.

The clubs we have offered are:

- Drama club.
- Dance club, with a performance at the Curve Theatre in Leicester.
- Sporting High Performers.
- Messy Play club.
- Multi-sensory creative club.
- Music Club
- Parent Swim
- Team Building club.
- Forest Schools Club.
- Multi-Sports Club.
- Outdoor Adventurous Orienteering Activities.

The Behaviour Manager has worked with teachers to design and support pupils who find being in the classroom difficult. This has included devising individual timetables for some pupils to allow them to receive their education in a way that works best for them, whilst allowing the other pupils in their classes time free from disruption for their learning.

Other pupils have accessed activities such as going to the

		<p>woodlands, soft play and swimming as part of their overall behaviour plan to help them regulate their behaviour and access the curriculum at a level appropriate to them.</p> <p>Behaviour plans are regularly updated so they are bespoke to the pupil and continue to reflect their needs.</p>
<p>Parental Support for communication:</p> <ul style="list-style-type: none"> • Makaton training • Behaviour interventions • Communication • support e.g. Social stories and visual strips 	<p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic and holistic learning.</p> <p>Strategies shared with parents to ensure a consistent approach both at home and in school.</p> <p>The EEF have found that there is extensive evidence that parental engagement has moderate impact for very low cost.</p>	<p>This year we have continued to have close links with parent/carers to support pupils’ progress.</p> <p>‘Friends and family of Forest Way’ has been re-established last year. This is an open forum which allows parents to come and share experiences. Each meeting has had a different focus and has given extra support for the parents.</p> <p>We have established an after school parental swim session, offering two sessions per family this will be expanded to three families per session next year. We have had very positive feedback from all of the families. 27 families have benefited from this, one family stating that it is the first time they have been able to swim with their child as they cannot tolerate the noise levels of public swimming pools.</p> <p>Parents are involved in key decision-making in the school, including, consultations as part of the assessment project, ongoing liaison and communication regarding the RSHE curriculum and an annual parent feedback questionnaire.</p>

		<p>We have had two parent social events in the evenings to allow parents to come with their son/daughter, access different activities and meet and socialise with other parents.</p> <p>There has been regular communication with parents by letter, Kinteract and the new school website.</p> <p>A letter was sent out encouraging parents to check if they were eligible for free school meals. This directly led to one child being added to the Pupil Premium register for free school meals, meaning he now has a hot dinner every day whereas before he brought in a very limited packed lunch.</p> <p>There have been Makaton and PECS training sessions for parents so they can support their children's communication at home.</p> <p>The Behaviour Manager continues to liaise with parents, giving advice and support.</p> <p>Teaching staff across the school continue to work with parents to ensure they are involved with their child's education. This includes formal parents' evenings, Annual Reviews and ad hoc communication throughout the year.</p>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

All pupils who are eligible for Pupil Premium funding have had their barriers to learning identified and progress tracked throughout the year.

The barriers to learning highlighted in the EHCP are taken into consideration alongside the Internal and External Barriers that are present for the young person e.g. low self-esteem, emotional well-being, parental engagement or social isolation. The EEF Toolkit has been

consulted to identify appropriate strategies that are based on research evidence. For the 2022-2023 school year, these strategies have included access to specific, evidence informed, therapies, including music therapy and Lego therapy. The strategies are then actioned and moderated throughout the year to assess the impact they are having on the pupil's progress and wellbeing.

The Key Groups Coordinator, along with the Behaviour and Pastoral Managers, work across the school, monitor attendance and behaviour data, and regularly communicate with teachers regarding key pupils. Teachers are also asked to specifically include the progress, behaviour and emotional wellbeing of Pupil Premium children in their pupil progress meetings and the small steps assessments are analysed to identify any pupils not making expected progress. All collected data and information is used to support teachers to put in place strategies to impact on engagement and learning in the classroom to ensure the best possible outcomes for the pupils.

Externally Provided Programmes

Programme	Provider
Speech and Language Therapy	Leicestershire Partnership NHS Trust
Speech and Language Therapy	SpeakEasy Therapy
Lego Therapy training	Tania Wagstaff The Autism Specialists
Music Therapy	Neil Eaves Music Therapist - State-registered with the Health and Care Professions Council (AS02020)
Bikeability training and award	Leicestershire Council Safe & Sustainable Travel Team
Sports events	North West Leicestershire Schools Sports Partnership

