

Pupil Premium Strategy Statement – Forest Way 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	230 (EYFS to end of Key Stage 4, not including Post 16)
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 2025/2026 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Gail Seaton, Head teacher
Pupil premium lead	Jacqui Garton
Governor / Trustee lead	James Shanley

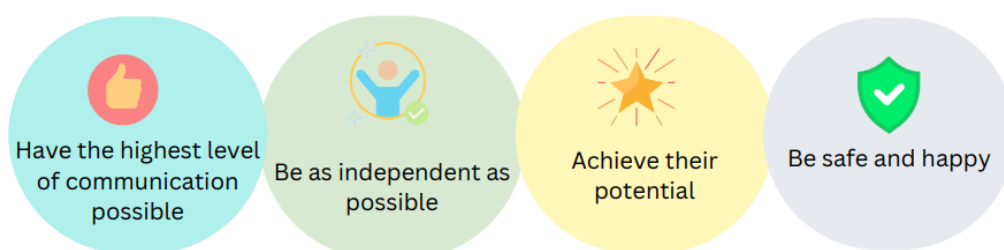
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,040
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£94,040

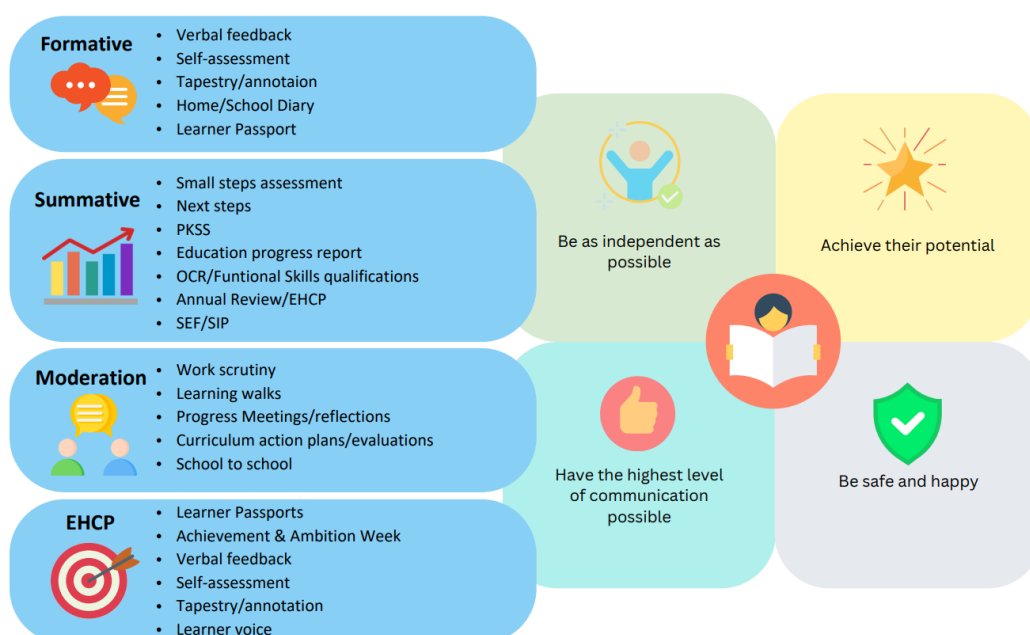
Part A: Pupil premium strategy plan

Statement of intent

At Forest Way, we strive to promote and value the needs of every young person, through diverse, multi-sensory approaches to teaching and learning. Teaching environments are imaginative and prioritise communication, engagement, social skills and life skills. These are interwoven in all aspects of the curriculum. Equity in the school community is demonstrated through collaborative planning and delivery of appropriate learning challenges which aim to broaden and develop each young person's understanding of and autonomy over their place in the world. Our aim is to use the Pupil Premium funding to support a holistic approach which will allow our pupils to achieve and sustain the highest possible outcomes.



At the heart of our Pupil Premium strategy is the individualised identification of barriers to learning and targeted support. A 'basket of indicators' is used to record and assess the holistic impact of curriculum delivery and to accurately identify where support is required. This is used to make accurate judgements about pupil progress and achievement and provides insight for whole school development, next steps and targeted interventions used.



The pupils at Forest Way have a wide range of needs, many of which impact their readiness to learn. In addition to our own evidence, obtained through the “basket of indicators” above, Maslow’s Theory of Motivation (1943), suggests 5 levels of need that need to be fulfilled in order for a person to reach their potential, with each level of need requiring to be met before the next can be reached.



Abraham Maslow (1943) – Diagram © 2024 PeacheyPublications.com

The holistic approach taken at Forest Way supports the fulfilment of the pupils’ needs at all levels of the hierarchy to help them overcome their barriers, increase their readiness to learn and achieve their potential.

This being so, Pupil Premium funding is allocated with a different balance between the three areas on the “Menu of Choices” than that suggested by the EEF, recognising the greater need in our setting to meet these needs before teaching and learning can be accessed.

The Pupil Premium strategy is also aligned with the School Improvement Plan and the key priorities within this:

Key Priority 1 – Holistic Needs
To ensure that the holistic, well-being and personal development needs of pupils and staff are met.
Key Priority 2 – Curriculum / Quality of Education
To enhance and further refine the Quality of Education across the curriculum from EYFS to P16, ensuring it is of the highest quality.
Key Priority 3 – Collaboration and Wider Impact
To have impact wider than FWS, including with parents/carers, professionals, the local community and Forest Way Alliance.

All our pupils have Education Health Care Plans, so, whilst our strategy is focussed on supporting those pupils that are in receipt of pupil premium funding, most of the activities and approaches will benefit all pupils across the school.

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 26% of our pupil premium pupils. 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	All pupils that require one have a behaviour management plan that is shared with parents and staff and updated regularly. If pupils have been risk assessed for the possibility that use of force may be foreseeable for their safety or that of others, then they also have a crisis plan. Behaviour data is analysed to see if any trends emerge that can help to target our interventions, however we recognise the importance of taking a personalised approach with all use of force incidents to ensure behaviour plans are adapted as required. Last year, the data from behaviour analysis showed a total of 1,503 logged incidents, down from the previous year (1,599). Work to further help our pupils to regulate their behaviour remains a priority. Behaviour has been identified as the targeted barrier to learning for 19% of our Pupil Premium pupils.
3	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 11% of our pupil premium pupils with an additional 14% for whom social interaction has been identified as the targeted barrier. Pupils have a range of communication and interaction needs, including being pre-verbal, needing to use Makaton and other communication devices as part of a total communication approach. Many have difficulties in following instructions and processing information.
4	Progress for pupil premium pupils is very good in all subjects, on average 96.76%. This is better than non-pupil premium pupils in all subjects except for maths, 97.22%, which is only 0.65% lower. The subject with the least assessed progress for PP Pupils is now reading, at 94.81%. This is included in this strategy as a focus to help improve this rate of

	progress. High quality teaching of English and Maths remains an ongoing priority for the school, with a particular focus on Oracy.
5	Evidence from EHCPs and class teachers shows that the current cohort of pupils differs from previous cohorts in terms of their more complex and greater sensory needs and the number of pupils who are able to access a limited subject specific curriculum. As such, the school's curriculum needs to be refined to reflect this and meet our pupil's diverse requirements.
6	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.
7	Attendance for all pupils was 89.4% for the last academic year, which is 10.6% absence of which 1.3% unauthorised. This is better than the average for SEND schools nationally (12.2% absence of which 3.0% unauthorised) but remains a focus for the school. Our Pastoral team collaborates closely with parents/carers to facilitate and encourage regular school attendance, ensuring that every child receives essential educational opportunities whenever possible.
8	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.
9	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.
10	The school offers a range of trips and enrichment activities for pupils. Analysis of the trip data suggests there is a discrepancy between the number of trips offered across the key stages and work needs to be done to ensure the offering of trips and residential is equitable.

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
Improve emotional and wellbeing skills of pupils eligible for pupil premium.	<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>
Improve pupils' ability to regulate their behaviour.	<p>Recorded behaviour incidents will reduce.</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>
Improve social and communication (speaking and listening) skills of pupils eligible for pupil premium.	<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</p>

	<p>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>
Improve reading skills of pupils eligible for pupil premium.	<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>
Oracy skills will be incorporated into lessons to improve the speaking and listening skills and confidence of pupils eligible for pupil premium.	<p>All staff will receive CPD in the inclusion of oracy skills across the curriculum.</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>
Improve literacy and numeracy skills of all learners eligible for pupil premium.	<p>Maths and English Schemes of Work will include provision for pupils of all needs and will reflect the changing needs of the current cohort.</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</p>

	demonstrated through their basket of indicators.
Improve physical development (fine and gross motor) skills of pupils eligible for pupil premium.	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.
Improve attendance, including unauthorised attendance, of pupils eligible for pupil premium.	<p>Attendance will increase across the school for all pupils, including those eligible for pupil premium.</p> <p>Unauthorised attendance will reduce.</p> <p>Records will show that persistent low attendance has been followed up and actions taken.</p>
Improve parental involvement in the health, behaviour and communication of pupils eligible for pupil premium.	<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>
Improve staff wellbeing.	<p>Staff to show increased reported levels of wellbeing in annual wellbeing surveys.</p> <p>A reduction in staff turnover to be seen across the academic year meaning experienced and skilled staff are retained.</p> <p>Evidence staff having attended CPD events and shared expertise/resources.</p>
Improve equality of access to trips and residential.	There will be a plan created for which pupils attend trips throughout the year,

	<p>which will be equitable and appropriate for the different Key Stages.</p> <p>Analysis of trips across the year will show a more equitable offering.</p> <p>All pupils eligible for Pupil Premium will have the opportunity to attend at least one trip across the year.</p>
--	--

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: £21,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support the implementation of the new Forest Way School Positive Engagement Policy with effective staff CPD.	<p>The new Positive Engagement Policy is in line with the EEF guidance report, "Improving Behaviour in Schools," which recommends that the majority of a school behaviour approach will be made up of proactive strategies.</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>	1, 2
Oracy, Phonics and Precision Teaching CPD for all staff.	<p>The EEF have found that there is very extensive evidence that phonics instruction has high impact for very low cost.</p> <p>The EEF have also founds that Oral language interventions have a very</p>	3, 4

	high impact for very low cost based on extensive evidence,	
Maths CPD for all staff to support effective maths teaching across the school.	<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>	4
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.</p> <p>Research from wider business and the NHS suggest that there is a causal link between 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>	1, 2, 3, 4, 6
To implement evidence-based strategies to enhance teaching & learning. With a particular focus	The EEF states that, “Gaining an insight and in-depth knowledge and understanding of learning and evidence-based approaches in the	1, 2, 3, 4, 5

on our more complex learners and the challenges presented through having bigger classes.	classroom can lead to an increase in teacher confidence. This has the potential to have a ripple effect, boosting the confidence of students and their families about effective teaching and learning strategies.”	
--	--	--

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

Budgeted cost: £38,301

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group work with SALT to support language and sentence structure as well as other strategies to support children's communication.	<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
Reading to support dog	The EEF have also found that Oral language interventions, including targeted reading aloud and book discussion with	4

	young children, have a very high impact for very low cost based on extensive evidence,	
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.</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>	4

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

Budgeted cost: £34,304

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the new Forest Way School Positive Engagement Policy	The new Positive Engagement Policy is in line with the EEF guidance report, "Improving Behaviour in Schools," recommends that the majority of a school behaviour approach will be made up of proactive strategies.	1, 2
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 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 	1, 2, 3

	<ul style="list-style-type: none"> • Emotional wellbeing • Academic progress • Parental engagement <p>https://www.elsanetwork.org/elsa-network/</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, 3
<p>To enhance wellbeing and interaction skills for specific pupils</p> <ul style="list-style-type: none"> • Music Therapy • Music Communication and Interaction. • Art Communication and Interaction. • Pet therapy with support dog. • Aromatherapy. • Bespoke behaviour support. • 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><i>Music therapy</i></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, 3, 6

	<p><i>Animal therapy</i></p> <p>Research suggests that animal therapy has benefits for those accessing it, such as reducing stress, pain and anxiety.</p> <p><u>Animal assisted intervention: A systematic review of benefits and risks - PMC (nih.gov)</u></p> <p><i>Aromatherapy</i></p> <p>Research of the impact of aromatherapy alone is mixed and, whilst some research supports its effectiveness, other does not.</p> <p><u>A Preliminary Investigation of How Lavender Essential Oil May Reduce Stress of High School Students during Class - PMC (nih.gov)</u></p> <p>However, our aromatherapy sessions involve massage using essential oils and there is a greater body of evidence to show the positive effect of massage and appropriate touch on relaxation and regulation.</p> <p>For example, socially appropriate interpersonal touch has been shown to stimulate the release of neurochemicals (endogenous opioids and oxytocin) associated with relaxation and pain relief (<u>Chen et al., 2020</u>; <u>Fotopoulou et al., 2022</u>; <u>McParlin et al., 2022</u>; <u>Meijer et al., 2022</u>; <u>Rapaport et al., 2012</u>; <u>Walker et al., 2017</u>).</p> <p>See also, <u>Massage therapy research review - PMC (nih.gov)</u></p>	
To successfully implement the new Attendance Policy in line with Department for Education requirements and using	The EEF states that there are, “clear links between poor attendance and poor attainment and behaviour, tackling persistent absence is an important part of improving outcomes for all pupils.”	8

available research.		
<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 • 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>	6
<p>Parental Support and communication:</p> <ul style="list-style-type: none"> • Makaton training • Behaviour interventions • Communication support e.g. Social stories and visual strips • Parent social evenings 	<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>	7
<p>Project to ensure equitable access to trips for all pupils.</p>	<p>Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips form part of the Department for Education menu of approaches.</p> <p>The EEF states that, "Extra-curricular activities are an important part of education," and that they may, "increase engagement in learning." However, they also say that it is important to implement them with</p>	10

	consideration for how they will be used to increase engagement with learning.	
--	---	--

Total budgeted cost: £94,040

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 2023-2024 school year, these strategies have included access to specific, evidence informed therapies, including music therapy and Lego therapy. This year, we have also begun working with a support dog to provide pet therapy and reading support. 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 Pupil Premium Coordinator, along with the Behaviour and Pastoral Assistant Head, 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 additional support and strategies to impact on engagement and learning in the classroom to ensure the best possible outcomes for the pupils. For example, this process has directly led to Occupational Therapy and ELSA support for Pupil Premium pupils.

Current Evaluation (based on 2023-2024 pupil small steps progress data) progress		
November 2023 – June 2024		
	Pupils eligible for PP	Pupils not eligible for PP
% of pupils with increased small steps assessment score in speaking	97.59%	95.00%
% of pupils with increased small steps assessment score in listening	98.18%	94.16%
% of pupils with increased small steps assessment score in reading	94.81%	91.74%
% of pupils with increased small steps assessment score in writing	96%	92.73%
% of pupils with increased small steps assessment score in maths	97.22%	97.87%

NB. Some pupils have been omitted from the data analysis due to not being assessed in November 2023 in one or all subjects. Non-Pupil Premium pupils excludes all pupils in Post-16 as they are not eligible for Pupil Premium.

Points for Discussion

- Progress for pupil premium pupils is very good in all subjects, on average 96.76%, up slightly from the previous year of 96%. This is better than non-pupil premium pupils in all subjects except for maths, 97.22%, which is only 0.65% lower.
- The percentage of Pupil Premium pupils making progress across the year has remained largely stable, with only reading progress dropping from 100% last year to 94.81% this year. Some of this could be accounted for by the reduced time period across which the data has been measured, i.e. 7 months this year compared to a full year for the last set of data collection. The number of pupils with increased small steps assessment in writing has increased from 90% last year to 96%.
- The subject with the least assessed progress for PP Pupils is now reading, at 94.81%. This will be included in the new Pupil Premium strategy as a focus.
- Pupil Premium pupils achieved higher progress than the Non-Pupil Premium pupils in all subject areas which is fantastic.
- Free school meal pupils made outstanding progress, they made more progress than the whole school in all subject areas.
- The 10 AFC pupils also made outstanding progress achieving 100% in all subject areas except for reading.
- The one service pupil made progress of 100% in all subject areas
- Feedback from the Lego Therapy staff shows excellent engagement by the participants, with all pupils making progress in their teamwork, problem-solving and communication between the first and last sessions.
- Feedback from the Music Therapy and Music Communication and Interaction sessions has shown that they have encouraged interaction, engagement and overall wellbeing in pupils who have been difficult to engage.
- The trial of having the support dog in school for therapy and reading was successful and will be continued throughout the next academic year.

Review of 2021-2024 three-year strategy

Intended outcome	Evidence of Progress
Improve emotional and wellbeing skills of pupils eligible for pupil premium.	All pupils that require one have a behaviour management plan that is shared with parents and staff and updated regularly. If pupils have been risk assessed for the possibility that use of force may be foreseeable for their safety

	<p>or that of others, then they also have a crisis plan.</p> <p>Behaviour data is analysed to see if any trends emerge that can help to target our interventions, however we recognise the importance of taking a personalised approach with all use of force incidents to ensure behaviour plans are adapted as required.</p> <p>Last year, the data from behaviour analysis showed a total of 1,503 logged incidents, down from the previous year (1,599).</p>
Improve literacy (reading and writing) skills of pupils eligible for pupil premium.	<p>Progress for pupil premium pupils is very good in all subjects, on average 96.76%. This is better than non-pupil premium pupils in all subjects except for maths, 97.22%, which is only 0.65% lower. The subject with the least assessed progress for PP Pupils is now reading, at 94.81%.</p>
Improve social and communication (speaking and listening) skills of pupils eligible for pupil premium.	<p>Progress for pupil premium pupils is very good in all subjects, on average 96.76%. This is better than non-pupil premium pupils in all subjects except for maths, 97.22%, which is only 0.65% lower. The subject with the least assessed progress for PP Pupils is now reading, at 94.81%.</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>Improve numeracy skills of pupils eligible for pupil premium.</p>	<p>Progress for pupil premium pupils is very good in all subjects, on average 96.76%. This is better than non-pupil premium pupils in all subjects except for maths, 97.22%, which is only 0.65% lower and was the strongest subject in the 22/23 academic year. The subject with the least assessed progress for PP Pupils is currently reading, at 94.81%, which has been identified as a priority in the new strategy.</p>
<p>Improve staff wellbeing.</p>	<p>A staff wellbeing survey in February 2024 had 84 respondents.</p> <p>The positives from the survey were:</p> <ul style="list-style-type: none"> ◆ Staff are proud to work at FWS and are treated with respect. ◆ Staff feel sufficiently challenged in their work. ◆ Staff feel that their work gives them a sense of personal accomplishment. ◆ Staff understand how their work contributes to FWS whole school objectives and are clear on what is expected of them in their role. ◆ 24% more staff than in previous surveys feel that they have access to high quality training. <p>Areas for improvement have been identified from the feedback and fed into the School Improvement Plan.</p> <p>A temporary Leadership Team position was created to lead the implement of the staff wellbeing plan and made some immediate changes such as introducing a staff breakfast and making the staffroom more welcoming.</p> <p>In response to some of the feedback, the Leadership Team was restructured to</p>

	<p>help accessibility to the leadership team and the flow of communication.</p> <p>Golden Tickets have been introduced for those staff who support clubs and other evening events.</p> <p>This is an ongoing project and has also been included in the new Pupil Premium Strategy.</p>
<p>Improve physical development (fine and gross motor) skills of pupils eligible for pupil premium.</p>	<p>Multiple sporting events, trips and enrichments have taken place over the strategy period, which have included competitive elements.</p> <p>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>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 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>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>

<p>Improve parental involvement in the health, behaviour and communication of pupils eligible for pupil premium.</p>	<p>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</p>
--	--

	<p>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>
--	---

Externally provided programmes

Programme	Provider
Speech and Language Therapy	Leicestershire Partnership NHS Trust
Speech and Language Therapy	SpeakEasy Therapy
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