Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Forest Lodge Academy
Number of pupils in school	546
Proportion (%) of pupil premium eligible pupils	46.7%
Academic year/years that our current pupil premium strategy plan covers	2026-27
Date this statement was published	December 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Claire Caldwell Headteacher
Pupil premium lead	Ivana Danon
Governor / Trustee lead	Karen Cane Chair of Governors

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£378,200.00
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£378,200.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our vision at Forest Lodge Academy is that through weaving quality first teaching with real life experiences, all our students will make good progress and achieve across all subjects, regardless of their backgrounds or the barriers they may face. We deliver this through creative, active and engagement led learning, understanding that for our pupils, these strategies make education enjoyable and memorable. Our school works as a unique family, working together to be the best and to provide the best possible education.

At Forest Lodge Academy we believe that through outstanding leadership we can provide quality education to enable every pupil to realise their full potential. We work towards this vision through instilling our principles of lead, empower, achieve and drive in both staff and pupils.

Our focus on high quality teaching and learning ensures the best chance of success for our disadvantaged pupils as well as our non-disadvantaged pupils. We achieve this through identifying barriers as well have having clear success criteria for our desired outcomes. We ensure strategies are robustly planned for, implemented and monitored in order to ensure our impact is having the effect we would expect. We pair this with strong CPD offer to all staff, which allows our strategies to continue to have maximum impact.

While our school has a higher than average pupil premium profile, our robust planning for allocated funds covers a range of important strategies, tools and resources, which we know our pupils need in order to succeed now and in the future. These include programs that are not solely academic, but combat a wide variety of challenges and needs that our pupils may face, including their social/emotional, life skills, mental health and wellbeing needs as well as language deficits and lack of cultural capital experiences. Each initiative included in our strategy has been carefully selected to have the maximum impact in order to remove barriers for our pupils based on the recommendations by the EEF, as well as other bodies of research.

Our pupil premium spending is linked to our whole school priorities in the academy improvement plan, in order to ensure all pupils thrive in our school setting. These encompass the priorities of all subjects, as well as a focus on the wider curriculum and life experiences. While our strategy directly addresses the needs of our disadvantaged pupils, many initiatives within our strategy benefit all pupils in our school.

Challenges

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

Challenge number	Detail of challenge – Linked to our AIP priorities
1	Whole school reading, writing and maths attainment.
2	Aspirations of potential higher achievers.
3	Parental engagement with out of school learning and school initiatives.
4	Low levels of communication and language on entry. Lack of vocabulary depth and breadth.
5	Wider cultural life-experiences/opportunities.
6	Attendance.
7	High proportion of SEND pupil premium pupils.
8	Retention of key knowledge across the curriculum.

Intended Outcomes – Corresponding to the challenges above

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
Closing the gap between pupil premium pupils and non -pupil premium pupils in reading, writing and maths in KS1 and KS2.	The percentage of pupil premium pupils attaining ARE or above in reading, writing and maths will improve, resulting in a reduced gap between the attainment of pupil premium and non -pupil premium pupils.
Achieve phonics testing results in line with the national average.	Year 1 pupil premium pupils will achieve the national average at their phonics screening checks in June (or gaps will close compared to their NPP peers).
Ensure all learners are supported and challenged.	Pupil premium pupils who are higher attainers remain on their flight path and additional pupils join this flightpath throughout the year attaining higher GD outcomes.
Strengthen parental engagement within the school community.	Increase opportunities and take up of parental engagement opportunities through increased participation in school events. Promote parental engagement with school learning links (i.e. reading at home, workshops, curriculum open afternoon events).

Intervene early to combat low language and communication skills.	Our youngest pupils will improve language, vocabulary and oracy skills in readiness for year 1. Oracy will continue to play a central role across the curriculum up to Year 6.
Intervene and provide opportunities to develop vocabulary.	Pupils will increase their depth and breadth of subject specific vocabulary through additional reading focus and vocabulary displays and daily reinforcement in all subjects, as well as running our vocabulary and reading program, Starling.
Provide opportunities for real life, cultural capital building experiences to stimulate learning.	Pupils will have experienced and be able to draw upon a wide range of culturally rich life experiences that will have impact of their aspirations and academic applications.
Improve attendance of pupil premium children.	Attendance of pupil premium children will have improved and the gap reduced between disadvantaged and non-disadvantaged pupils.
Ensure SEND pupils are identified early and the correct supports are put into place in order for those pupils to achieve to their full potential.	SEND pupil premium are identified and their progress/attainment in data across core and foundation subjects will improve, resulting in the gap between NPP and PP SEND pupils closing.
Improve the retention of key knowledge across the curriculum through the development of targeted retention strategies.	Pupils will be able to recall the key information from lessons across the curriculum, knowing more and remembering more.

Activity in this academic year (2026-2027)

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £159,506.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reception Outcomes 1 FT TA in reception to allow for targeted support including vocabulary and oracy, and additional early reading interventions.	The EEF has found that reading comprehension strategies can have an impact of + 7 months progress, phonics + 5 months and oral language interventions +6 months. Teaching Assistant interventions can have an impact of +4 months.	1,2,4,7,8
KS1 Outcomes 1 FT teacher, 1FT TA and 1TA (2.5 days per week) to allow for smaller class sizes, additional support, more frequent feedback and intervention.	The EEF reports that effective feedback can have positive effects of up to +6 months, small group tuition can have an impact of +4 months, Phonics +5 months and mastery learning +5 months. Teaching Assistant interventions can have an impact of +4 months.	1,2,4,7,8
KS2 Outcomes 1 FT TA for additional support to allow for targeted interventions, high quality feedback and additional focus groups.	The EEF reports that effective feedback can have positive effects of up to +6 months, small group tuition can have an impact of +4 months, Phonics +5 months and mastery learning +5 months. Teaching Assistant interventions can have an impact of +4 months.	1,2,4,7,8
Teaching Resources Provide teaching and support staff with a bank of varied, high quality resources through subscriptions (Twinkl, Literacy Shed, Test Base, Maths Circle -TTRS).	Providing banks of high quality resources for pupils, teachers and additional staff to access increases the time available to spend on ensuring high quality first teaching, reducing workload and improving wellbeing.	1,2,4,7,8

Many platforms are also in place for engagement purposes and offer teachers feedback on learning and progression.	Many of these subscriptions are learning resources and are accessed my pupils directly as educational platforms, targeting areas such as reading, vocabulary and world knowledge, as well as prompts and scaffolds.	

Targeted academic support (2026-2027)

Budgeted cost: £1,800.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Homework Homework books providing targeted support and skill practise, reinforcing school learning.	The EEF reports that effective feedback can have positive effects of up to +6 months and targeted homework can have positive effects of +5 months.	1,2,4,7,8

Wider strategies (2026-2027)

Budgeted cost: £216,894.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Targeted support for individual pupils in order to support their mental health and wellbeing, provided by trained accredited mental health first aiders, who conduct 1:1 sessions.	Mental Health and Wellbeing has been heavily featured in the DFE government plans as an essential area of focus. The EEF has found that social emotional learning has positive benefits of +3 months and parental engagement has positive benefits of + 4 months as well.	Underpins all.
Cultural Capital and Real Life Experiences Ensure that throughout the curriculum we provide cultural capital building, life experiences to bridge general knowledge	Increasing cultural capital has been heavily featured in government guidance as an important area of focus. Areas include arts education (+3 months progress), and physical activity (+2 months progress from the EEF toolkit.	Underpins all.

gaps through live performances, exhibitions, visitors, specialist workshops, trips, residential, specialist music provision, sensory room, Forest School , Warning Zone, additional resources for new curriculum, Happy Lunchtimes, PE sports coach running clubs, LCFC sports enrichment, etc. These serve as a hook for teaching and learning throughout the curriculum.	Initiatives funded allow for disadvantaged pupils to have equal access to experiences and activities they may otherwise not be able to enjoy and learn from, thereby having a positive effect on their cultural capital.	
<u>Swimming, Life Skills</u> Develop life skills by providing swimming lessons in years 3, 4, 5 and 6.	We are required to provide swimming lessons to all pupils. This covers a subsidy due to low take up. Due to low uptake of swimming skills taught outside of school, children have additional swim tuition to ensure safety in the water and in order for them to be able to swim for 25 meters.	5
<u>Nutrition</u> Ensure access to nutritious school milk for FSM pupils and Family Action Bagels.	Ensuring all FSM pupils have access to Cool milk program and receive daily milk.	Underpins all.
<u>Pupil/Family Support Services & Initiatives</u> Services will be provided by the school so our vulnerable pupils, vulnerable parents/carers/ families can access varied support (including behaviour mentors, EWO and attendance officer).	The EEF's toolkit and research identifies parental support/ engagement as a crucial element to success. Effective parental engagement can lead to learning gains of +4 months over the course of a year.	Underpins all.

Attendance/ Readiness Ensure the school focuses on readiness and attendance target through subsidy for breakfast club. Targeting pupil premium pupils and persistent absentees.	EEF identifies attendance as one of the pillars to an effective pupil premium strategy.	2,3,5
Attendance Improvement Attendance related awards and incentives for improvement.	EEF identifies attendance as one of the pillars to an effective pupil premium strategy.	2,3,5
Pupil Premium Monitoring Monitoring of all PP pupils, outcomes and data reports.	Robust monitoring of all pupil premium pupils ensures none fall behind and all are receiving correct and timely intervention where needed.	1,2,4,7.

Total budgeted cost: £378,200.00

Part B: Review of outcomes in the previous academic year (2025-2026)

Pupil premium strategy outcomes

Desired Outcomes 2025-2026	Impact
Closing the gap between pupil premium pupils and non -pupil premium pupils in reading, writing and maths in KS1 and KS2.	Whole School: Over the course of the 2025-2026 academic year, PP attainment in combined R,W and M rose from 36.5% in Autumn to 45.6%% in Summer. This is a significant increase. Key Stage One: Over the course of the 2025-2026 academic year, the combined attainment of PP pupils (R,W,M) stayed relatively stable at 53.6% in Autumn and 54.8% in Summer. Key Stage Two: Over the course of the 2025-2026 academic year, the combined attainment of PP pupils (R,W,M) increased significantly from 31.3% in Autumn to 42% in Summer.
Achieve phonics testing results in line with the national average.	The pupil premium pass rate for our Year 1 pupils was 41%, while the overall pass rate was 82%.
Ensure all learners are supported and challenged.	Pupil voice and surveys have shown that pupils are becoming better at recognising the various ways staff support and challenge them in their learning. Pupils working at EXP and GD levels are able to identify challenges provided in lessons to move their learning on. SEND pupils are able to show you various supports they receive to help them achieve.
Strengthen parental engagement within the school community.	A significant number of events have taken place this year, organised by the RSHE and parental engagement lead, with the aim of fostering positive relationships with parents/carers and the local community and enriching pupil's experiences including a Summer Fair, Christmas Activity Day, parents events in class, parent assemblies and Cultural Day. Other cultural and community events include the Easter

	competition and harvest festival collection and distribution. Analysis of extra curricular and enrichment opportunities resulted in identifying that pupils have enjoyed the range of activities provided by Forest Lodge. The enrichment programme included clubs run by teachers and organised by the RSHE and parental engagement lead. The analysis demonstrated that a significant number of pupils in receipt of pupil premium funding accessed enrichment opportunities.
Intervene early to combat low language and communication skills.	This year NELI was run for reception and year 1 children. In reception, 41% were PP and made progress. In year 1, 75% were PP and 25% made great progress.
Provide opportunities to develop vocabulary.	Vocabulary targets are used in all classrooms as well as throughout lessons. Talk assemblies underpin communication skills, including deepening vocabulary understanding. Whole staff SALT training embedded this into practice.
Provide opportunities for real life, cultural capital building experiences to stimulate learning.	Pupils have all had at least 2 curriculum learning based workshops, as well as a curriculum based trip. Pupils have had a variety of experiences on offer including clubs, music tuition, specialist coaching, and visiting a local theatre to watch a pantomime etc.
Improve attendance of pupil premium children.	There is no significant difference between the attendance of pupil premium versus non-pupil premium pupils (less than 5%).

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Leicester City Football Club	
First News	
Maths Circle - TTRS	
Literacy Shed	