



## The Forge: Pupil Premium Strategy 2017/18

1. Summary information					
<b>School</b>	The Forge				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£22,440	<b>Date of most recent PP Review</b>	January 2018
<b>Total number of pupils</b>	48	<b>Number of pupils eligible for PP</b>	24	<b>Date for next internal review of this strategy</b>	May 2018
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
<b>% achieving at nationally expected rate of progress or better from baseline assessments in English 2017/18</b>			<b>45%</b>	63%	
<b>% achieving at nationally expected rate of progress or better from baseline assessments in Maths 2017/18</b>			<b>47%</b>	73%	
<b>% achieving at nationally expected rate of progress or better from baseline assessments in Science 2017/18</b>			<b>33%</b>	64%	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
<b>A.</b>	Gaps in prior knowledge before attending the school due to historical poor behaviour and/or attendance				
<b>B.</b>	Historical childhood trauma resulting in learning engagement to be weak				
External barriers					

<b>C.</b>	Financial demands of purchasing School uniform	
<b>D.</b>	Low attendance rates	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Improved rate of progress for PP pupils compared to non PP pupils for English, Maths and Science.	Rate of progress for pupils eligible for PP to be within 10% or less of the pupils not eligible for PP. This will be measured through our half termly subject data drops, mock exams and final Yr11 examination results.
<b>B.</b>	Pupils eligible for PP who are identified by the Thrive Assessment tool as being in the lowest social and emotional developmental stage and are willing to engage in the therapeutic process progress begin to move closer towards age appropriate social and emotional development.	Evidence through Thrive assessment data to show PP pupils social and emotional progression. Sleuth data on behaviour incidents (including learning engagement) decrease during the academic year.
<b>C.</b>	Pupils eligible for PP are not incurring the cost of a new uniform.	100% of pupils eligible for PP have school uniform.
<b>D.</b>	PP pupils that live within the local vicinity improve their attendance rates.	Analysis of attendance data shows improvement towards or in the 95% attendance target. This will be measured through half termly attendance report monitoring.

## 5. Planned expenditure

- **Academic year**      **2017/18**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved rate of progress for PP pupils compared to non PP pupils for English, Maths and Science.	<p>CPD on identification of PP pupils who are not progressing at expected rate of progress.</p> <p>Meetings with Teachers half termly to discuss and evaluate classroom strategies for PP pupils not making expected rate of progress.</p>	<p>We would like to embed the assess plan do review process in the SEN code of practice 2015 within the whole school to ensure PP pupils needs are met.</p> <p>To help staff identify PP pupils that are not progressing at national expected rates.</p> <p>To create a forum for staff to discuss and create strategies for PP pupils that are not making progress at national expected rates.</p> <p>Enable staff to identify pupils who need targeted support in their subject.</p>	<p>Strategic planning has created 6 structured pupil progress review days throughout the academic year to enable all processes to be implemented.</p> <p>SLT will record any strategies and targeted support required for PP pupils which will be reviewed at the next half termly meeting with staff.</p>	<p>AA/MS</p> <p>AA</p>	<p>July 2018</p> <p>Each half term</p>

					Total budgeted cost	£0 – In house training
ii. Targeted support						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
A. Improved rate of progress for PP pupils compared to non PP pupils for English, Maths and Science.	1-1 tuition with subject specialist teacher for PP pupils identified by subject teacher.	Historical evidence at The Forge has shown that this targeted support has had impact in narrowing the gap in subject specific progress for PP pupils.	To ensure that 1-1 sessions are timetabled and attendance monitored. Attendance reported back to SLT by tutor on a weekly basis.  Analysis of half termly data drop on progress in academic subjects will measure impact and effectiveness	AA/MS  AA	Half Termly  Half Termly	
B. Pupils eligible for PP who are identified by the Thrive Assessment tool as being in the lowest social and emotional developmental	Weekly 1-1 counselling from a qualified humanistic counsellor.	There is a clear link between social and emotional health and	As part of a pilot project for this academic year, a counsellor has been identified who is qualified and experienced at 1-1 interventions in Schools. Processes have been developed to identify PP pupils who may benefit from	AA/MS	Half termly	

stage and are willing to engage in the therapeutic process progress begin to move closer towards age appropriate social and emotional development.	Weekly 1-1 or small group sessions with a qualified Thrive practitioner.	achievement in School. <b><i>(The link between Pupil Health and Wellbeing and Attainment. Public Health England 2014)</i></b>  This targeted support is to support the development of PP pupils identified as having gaps in social and emotional development.	accessing sessions with a counsellor. Counselling sessions will be set up on a weekly basis for each PP pupil identified and the counsellor will report on the attendance and engagement on a weekly basis.  Within our School structure there are 6 family groups. Each family group has an allocated trained Thrive practitioner. The Thrive practitioner works alongside the family group lead to	BA/AA/MS	Half termly
<b>Total budgeted cost</b>					<b>£13,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C. Pupils eligible for PP are not incurring the cost of a new uniform.	PP pupils are supported with the purchase costs of School uniform.	The families do not incur a further financial strain and that PP pupils feel that they are part of The Forge community on commencement of placement.	At induction pupils that are entitled to School uniform support are identified and uniform supplied by The Forge.	CN/MS	July 2018
D. PP pupils that live	Identified PP pupils that are not entitled	Research has shown that there is a link between attendance and	SLT will monitor the attendance of PP pupils to	CN/MS/AA	Half Termly

<p>within the local vicinity improve their attendance rates.</p>	<p>to transport to The Forge and have a history of low attendance are brought in to School by a mini bus each morning escorted by a member of staff.</p>	<p>attainment (The link between attendance and attainment at KS2 and KS4. Department for Education 2015).  Historically this strategy has improved the attendance rates of this cohort of PP pupils.</p>	<p>identify pupils that are eligible for the mini bus and to monitor the impact on attendance rates.</p>		
<b>Total budgeted cost</b>					<b>£9,000</b>