



The Forge: Pupil Premium Strategy 2018/19

1. Summary information					
School	The Forge				
Academic Year	2018/19	Total PP budget	£21,505	Date of most recent PP Review	July 2018
Total number of pupils	40	Number of pupils eligible for PP	19	Date for next internal review of this strategy	January 2019
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving at nationally expected rate of progress or better from baseline assessments in English 2018/19				63%	
% achieving at nationally expected rate of progress or better from baseline assessments in Maths 2018/19				73%	
% achieving at nationally expected rate of progress or better from baseline assessments in Science 2018/19				64%	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Gaps in prior knowledge before attending the school due to historical poor behaviour and/or attendance				
B.	Historical childhood trauma resulting in learning engagement to be weak				
External barriers					

C.	Financial demands of purchasing School uniform	
D.	Low attendance rates	
E.	Securing and sustaining Post 16 destinations (Year 11)	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	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.	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.
C.	Pupils eligible for PP are not incurring the cost of a new uniform.	100% of pupils eligible for PP have school uniform.
D.	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.
E.	100% of Yr11 pupil premium pupils secure and sustain Post 16 destinations.	100% of Yr11 pupil premium pupils to secure a Post 16 placement by September 2019 which is then sustained till at least January 2020.

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 2019</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

<p>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.</p>	<p>Weekly 1-1 counselling from a qualified humanistic counsellor.</p> <p>Weekly 1-1 or small group sessions with a qualified Thrive practitioner.</p>	<p>There is a clear link between social and emotional health and achievement in School. <i>(The link between Pupil Health and Wellbeing and Attainment. Public Health England 2014)</i></p> <p>This targeted support is to support the development of PP pupils identified as having gaps in social and emotional development.</p>	<p>As a continuation from the last 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 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.</p> <p>Within our School structure there are 5 family groups. Each family group has an allocated trained Thrive practitioner. The Thrive practitioner works alongside the family group lead, they meet fortnightly and in turn report back to the Thrive Lead to inform of an intervention change/support request.</p>	<p>AA/MS</p> <p>BA/AA/MS</p>	<p>Half termly</p> <p>Half termly</p>
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Total budgeted cost					£13,000
iii. Other approaches					
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?
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 2019
D. PP pupils that live within the local vicinity improve their attendance rates.	Identified PP pupils that are not entitled 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.	Research has shown that there is a link between attendance and attainment (<i>The link between attendance and attainment at KS2 and KS4. Department for Education 2015</i>). Historically this strategy has improved the attendance rates of this cohort of PP pupils.	SLT will monitor the attendance of PP pupils to identify pupils that are eligible for the mini bus and to monitor the impact on attendance rates.	CN/MS/AA	Half Termly

<p>E. 100% of Yr11 pupil premium pupils secure and sustain Post 16 destinations.</p>	<p>Commissioning of the 'look ahead' programme. Pupil premium pupils identified as potential NEET to access the bespoke intensive careers, advice and guidance course and support.</p>	<p>Research has shown a growing use of pupil premium to prevent NEET (<i>Evaluation of Pupil Premium research report. Department for Education July 2013).</i></p> <p>The look ahead programme assigns mentors to support pupils from becoming NEET and continues to support them during 'Year 12'. In previous years we have had a very high success rate for pupils on this scheme.</p>	<p>Progress review days will provide the opportunity to review this intervention and its effectiveness. The assigned mentor will liaise with MS. The project is funded on its success rate and rigorously monitors pupils outcomes to ensure funding.</p>	<p>MS/AA/PL – Family Leads</p>	<p>Half termly</p>
Total budgeted cost					£8,000

Evaluation