



Pupil Premium impact report 2015-16 Forge Valley School

Pupil Premium is funding given to schools to help to support disadvantaged pupils, and to help to close the gap in attainment between these pupils and their peers. It is allocated to schools for every Pupil who has been registered for free school meals at any point in the last six years, and for Children Looked After. More information about Pupil Premium funding can be found [here](#):

Our Vision

We are absolutely committed to closing the attainment gap between our disadvantaged pupils and their peers, and we hope to do this by ensuring that all our pupils get access to a relevant and inspiring curriculum, the best teaching and learning, and targeted support. Progress for every child is absolutely at the heart of all we do at Forge Valley School. This is key to the ethos of the school: promoting 'ambition, endeavour and success' with all pupils, and is a central aspect of our Vision 2016+. A culture of high expectations is ever present, ensuring all pupils are striving for the best at all times, regardless of any barriers to learning that may exist. By developing a culture of ambition, endeavour and success, and by embracing cutting edge, evidence-based research, we hope to further improve outcomes for all pupils, closing the gap and enabling all a pathway to a rewarding future.

In 2016 Forge Valley School received a total of £215,985 to support the 231 pupils on the Ever6 register which amounts to £935 per pupil. In addition to this the school received £17,000 additional funding to support 34 pupils who did not achieve level 4, 5 or 6 in reading or mathematics at the Key Stage 2 assessment stage.

Breakdown of Pupil Premium Pupils at Forge Valley School (June 2016)

Year Group	Number of Pupils
7	65
8	46
9	43
10	51
11	33
July 2016	231

The following table details what provision has been implemented, what provision is available, and planned strategies to raise attainment. The impact of these strategies and the outcomes of this group are regularly monitored by the schools senior leaders and Governing Body to ensure strategies are fit for purpose. Impact evidence is linked to each strategy and can be found within the appendix. These attainment and progress measures are used to inform our next steps in appendix 2.

Timescale for review:

We will always review the summary statement and submit a new statement prior to the open evening for the new intake (at the start of October).



Academic Year 2015-16 to date

Action/Targeted area:	Funds:	Impact area:
<p>We have 231 Pupil Premium pupils, making up 22.1% of our school. We receive £935 per Pupil Premium Pupil, giving a total of £215,985 in Pupil Premium funding. In addition, In addition to this the school received £17,000 additional funding to support 34 pupils who did not achieve level 4, 5 or 6 in reading or mathematics at the Key Stage 2 assessment stage.</p>	£215,985	The achievement of all Pupil Premium pupils is known in all subjects, at all levels and appropriate strategies are planned and in place to close achievement gaps.

STAFFING COSTS AND EDUCATIONAL SERVICES

Action/Targeted area:	Funds:	Impact area:		
<p>50% salary of the Educational Welfare Officer To provide the support for families and school to maintain high rates of attendance.</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%;">High cost</td> <td style="width: 50%;">Low Impact</td> </tr> </table>	High cost	Low Impact	£18,000	Resource deployed across the Family of Schools to raise attendance and impact on hard to reach cases subsequently reducing PA. To respond quickly to Pupil absences, and any emerging persistent absence, for the most disadvantaged pupils. (See appendix 1 sections 6, 7, 16, and appendix 4-9 for KS3)
High cost	Low Impact			
<p>Educational Psychologist</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%;">High cost</td> <td style="width: 50%;">Low Impact</td> </tr> </table>	High cost	Low Impact	£5,400	Complex needs, mental health support and assessment needs to be high quality and accurate
High cost	Low Impact			
<p>50% or the salary - Pastoral and Safeguarding Support</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%;">High cost</td> <td style="width: 50%;">Medium Impact</td> </tr> </table>	High cost	Medium Impact	£7,300	Introduction of Safeguarding Manager post to better support pupils and free up Year Managers to carry out duties (See appendix 1 sections 1, 2 and 9 for impact, and appendix 4-9 for KS3)
High cost	Medium Impact			
<p>Overstaffing in English and Maths</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%;">High cost</td> <td style="width: 50%;">High Impact</td> </tr> </table>	High cost	High Impact	£47,100	Strategic overstaffing in English and Maths to further support progress at KS4 (See appendix 1 sections 1 and 2 for impact and section 15 for KS4 intervention details)
High cost	High Impact			



<p>10% of all Year Manager costs and 10% of all Year Key Worker costs.</p> <table border="1" data-bbox="161 315 691 360"> <tr> <td>High cost</td> <td>High Impact</td> </tr> </table>	High cost	High Impact	<p>£16,350 for YM and £9,500 for YKW.</p>	<p>The attendance of our disadvantaged pupils continues to be a challenge and narrowing the attendance gap is the prerequisite for narrowing the achievement gap, particularly around persistent absentees. Building strong relationships with families helps to support Pupil engagement. (See appendix 1 sections 9 for further details and sections 1 and 2 for impact)</p>
High cost	High Impact			
<p>Learning Support/BESD support and appointment of an Assistant Headteacher in charge of PP Strategy for All, with responsibility for closing achievement gaps between disadvantaged pupils and the whole cohort, through intervention and quality first teaching, developed through high quality teacher CPD.</p> <table border="1" data-bbox="161 999 691 1043"> <tr> <td>High cost</td> <td>High Impact</td> </tr> </table>	High cost	High Impact	<p>£62,000</p>	<p>Support provided by Assistant Headteacher (SENCo), Assistant Headteacher (Pastoral) and HLTA L4 to provide behaviour management support to key pupils. The development of the school's teaching and learning approach entirely matches the high impact areas from the Sutton Trust Teaching and Learning toolkit. (See appendix 1 sections 1 and 2 for impact)</p>
High cost	High Impact			
<p>Year managers in KS3, 4 and 5, with a focus on vulnerable groups, to identify pupils for intervention and to act jointly to improve their progress.</p> <table border="1" data-bbox="161 1330 691 1375"> <tr> <td>High cost</td> <td>High Impact</td> </tr> </table>	High cost	High Impact	<p>10% of the managers KS3 and KS4 - 12,100</p>	<p>The achievement of all Pupil Premium pupils is known in all subjects, at all levels and appropriate strategies are planned and in place to close achievement gaps. (See appendix 1 sections 1 and 2 for impact and 9 for further details)</p>
High cost	High Impact			
<p>50% of the salary - Appointment of a teacher to lead accelerated reader programme and catch up intervention programme.</p> <p>10% of Literacy coordinator salary</p> <table border="1" data-bbox="161 1673 691 1718"> <tr> <td>High cost</td> <td>High Impact</td> </tr> </table>	High cost	High Impact	<p>£22,900</p> <p>One hour per day</p> <p>Time for resourcing and coordination by the.</p>	<p>Literacy and the culture of reading underpins academic Success. (See appendix 1 section 12 for further details and Accelerated reader records for impact)</p>
High cost	High Impact			



STAFF TRAINING AND IMPROVEMENT OF QFT COSTS				
Action/Targeted area:	Funds:	Impact area:		
<p>Development of teaching and learning through the targeted planning and delivery CPD. All teaching staff attend a one hour meeting per term (72 members of staff). Support staff, Teaching Assistants, Cover Supervisors, Year Key Workers and Year Managers also attend (28 members of staff)</p> <p>Resourcing time for CPD meetings</p> <table border="1"> <tr> <td>Low cost</td> <td>Medium Impact</td> </tr> </table>	Low cost	Medium Impact	6 hours per year for all teaching staff – £1,000	Quality First teaching is present in all classrooms (demonstrated through the lesson observation data-base, SLT observations and quality assurance) with a focus on progress for all, using evidence based strategies, ensuring that all Pupil Premium pupils are identified and planned for. (See appendix 1 section 10 for further details)
Low cost	Medium Impact			
PUPIL INTERVENTION				
Action/Targeted area:	Funds:	Impact area:		
<p>KS4 Pupil Premium Fund</p> <table border="1"> <tr> <td>High cost</td> <td>High Impact</td> </tr> </table>	High cost	High Impact	£15,000	<p>Additional booster support provided to pupils during non-term time for catch up/ coursework/ booster.</p> <p>Specific English and Maths away days for identified pupils to boost knowledge and develop exam techniques and skills.</p> <p>Additional qualification through intensive ECDL course delivery and achievement. (See appendix 1 sections 1 and 2 for impact and section 15 for further details)</p>
High cost	High Impact			
<p>KS3 Pupil Premium Fund</p> <table border="1"> <tr> <td>Low cost</td> <td>High Impact</td> </tr> </table>	Low cost	High Impact	£10,00	<p>Specific budget earmarked to support a range of activities and resources including:</p> <ul style="list-style-type: none"> ○ Uniform ○ Educational Visits ○ Revision Guides ○ Software ○ Specific Resources <p>External Providers/ Alternative (See appendix 1 sections 3, 4 and 5 for impact and appendix 2. Appendix 4-8 show English and maths interventions for Y7-9) ^{**Date taken from internal tracking systems}</p>
Low cost	High Impact			
<p>Summer School aimed at new Year 7 pupils</p>	£6,000 (Money from Summer school funding application)	To improve the confidence of the new Year 7 Pupils entering secondary school as well as a focus for Literacy & Numeracy of all Pupils.		



High cost	Medium Impact		(See Summer school review for 2015 and KS3 Maths and English Progress in Appendix , see appendix 1 sections 14 for transition details)
INTERVENTION SUPPORT			
Action/Targeted area:		Funds:	Impact area:
Alternative provision		£2,500	To provide an enriched and engaging learning experience for disadvantaged youngsters outside of school, which are not available to other pupils for example, Rygate and Becton House.
Low cost	Low impact		
Uniform assistance		£250	The identification and removal of any barriers to learning for our most disadvantaged pupils is key.
Low cost	Low impact		
Buffets for catch up sessions		£800	To attract pupils to our interventions and to ensure that they are nourished and ready for learning in the morning and afternoon. (See appendix 1 sections 1 and 2 for impact and section 15 for intervention details)
Low cost	Medium impact		
Contribution to trips and visits and contribution to commodity purchases in lessons, e.g. Food, DT and Art		£2,000	To ensure equality of opportunity to enrichment and to enable pupils to access every opportunity offered in lessons, regardless of any financial barriers to learning that may exist.
Medium cost	Low impact		
Revision resources and books for pupils		£2,000	Particularly at KS4, it is vital that our most disadvantaged pupils have the tools to complete revision and consolidation activities outside of school, regardless of any financial barriers to learning that may exist.
Low cost	High impact		
TOTAL EXPENDITURE		£239,700	Leaving £17,715 to be supported by school funds and £6,000 generated though summer school funding



Appendix 1 Impact or interventions and further details

Academic performance impact

This data indicates how well Forge Valley School does at tackling this gap. Disadvantaged pupils are those who were eligible for free school meals at any time during the last 6 years and children "looked after" (in the care of the local authority for a day or more or who have been adopted from care).

2015 results show that there is a gap in the level of achievement and progress between disadvantaged pupils and others. Our programme of support has had a significant impact on our Pupil Premium pupils so far, and we are incredibly proud of the gains that we have made in both English and Mathematics.

1. Year 11 Academic outcomes	
Y11 outcomes in summer 2015 (N° of disadvantaged pupils 50)	Y11 outcomes summer 2016 (N° of disadvantaged pupils 35)
<p>5+ A* - C GCSEs (Or equivalent) including English and Maths GCSEs There were 51 disadvantaged pupils.</p> <p>37% of pupil premium pupils achieved 5 A*-C including Maths and English, compared with 58% non-pupil premium.</p> <p>The gap in achievement was -21%.</p> <p>The performance of all pupils at Forge Valley School was 53% 5EM and is in line with the national average for all pupils (53.8%) and exceeding the national average for pupil premium pupils (36%)</p>	<p>5+ A* - C GCSEs (Or equivalent) including English and Maths GCSEs Pupil premium pupils examined in summer 2016 achieved the following:</p> <p>25.71% of pupil premium pupils achieved 5 A*-C including Maths and English, compared with 62.35% non-pupil premium.</p> <p>The gap in achievement was -34.64% and on this measure the gap is widening. It is not, however, a progress measure taking into account prior attainment.</p>
<p>EBacc measure</p> <p>22% of pupil premium pupils were entered for English Baccalaureate and 10% of pupil premium pupils achieved the Ebacc measure, compared with the national average for pupil premium pupils (11%) and the national average for all pupils (24%).</p>	<p>EBacc measure</p> <p>20.00% of pupil premium pupils were entered for English Baccalaureate and 14.29% of pupil premium pupils achieved this Ebacc measure.</p> <p>2015 National average was 11% of pupil premium pupils achieved this Ebacc measure.</p> <p>This shows that Forge Valley School are closing the gap on this measure</p>



<p>Maths and English Entries</p> <p>A*-C in English GCSEs for pupil premium is 48% vs 68.82% for other pupils</p> <p>A*-C in Maths GCSEs for pupil premium is 51.35% vs 68.28% for other pupils</p>	<p>Maths and English Entries</p> <p>A*-C in English GCSEs for pupil premium is 40% vs 75.88% for other pupils</p> <p>A*-C in Maths GCSEs for pupil premium is 40% vs 71.18% for other pupils</p> <p>Again this measure does not take into account prior attainment.</p>
<p>Expected progress in English of disadvantaged pupils</p> <p><u>Summary shows that Forge Valley School:</u></p> <ul style="list-style-type: none">• makes better than expected progress with low ability pupils.• had gaps in achievement for middle ability pupils.• had gaps in achievement for high ability pupils. <p><u>Progress Data</u></p> <p>58.33% of disadvantaged pupils are making expected progress in English compared to 65.57% of non PP pupils. Gap -7.24%</p> <p>Level 2 on entry - 100% of disadvantaged pupils of made expected progress vs 50% of other pupils. National average was 59%.</p> <p>Level 3 on entry - 82% of disadvantaged pupils of made expected progress vs 82% of other pupils. National average was 68%.</p> <p>Level 4 on entry - 38% of disadvantaged pupils of made expected progress vs 69% of other pupils. National average was 74%.</p> <p>Level 5 on entry - 45% of disadvantaged pupils of made expected progress vs 67% of other pupils. National average was 79%.</p>	<p>Progress in English of disadvantaged pupils</p> <p><u>Summary shows that at Forge Valley School:</u></p> <ul style="list-style-type: none">• The gap of in progress for PP pupils in English is widening• Is not closing the gap with Level 4 PP pupils on entry and this gap in progress is widening.• Has close the gap for Level 3 PP pupils on entry, as more PP are making the minimum expected levels of progress compared to nonPP• Has close the gap for Level 5 PP pupils on entry, as more PP are making the minimum expected levels of progress compared to nonPP <p><u>Progress Data</u></p> <p>53.13% of disadvantaged pupils are making expected progress in English compared to 69.82% of non PP pupils. Gap -16.69%</p> <p><u>Overall levels of entry progress data:</u></p> <p>Level 2 on entry (1 pupil) 0% of disadvantaged pupils of made expected progress vs 60% of other pupils. Gap - 60%</p> <p>Level 3 on entry (10 pupils) 70% of disadvantaged pupils of made expected progress vs 65.22% of other pupils. Gap +4.78%. 2015 National average was 68%.</p> <p>Level 4 on entry (16 pupils) 31.25% of disadvantaged pupils of made expected progress vs 69.32% of other pupils. Gap -38.07%. National average was 74%.</p> <p>Level 5 on entry (5 pupils) - 100% of disadvantaged pupils of made expected progress vs 73.58% of other pupils. Gap +26.5%. National average was 79%.</p>



Expected progress in Maths of disadvantaged pupils

Summary shows that Forge Valley School:

- makes better than expected progress with low ability pupils.
- had gaps in achievement for middle ability pupils.
- had gaps in achievement for high ability pupils.

Progress Data

50% of disadvantaged pupils are making expected progress in Maths compared to 63.04% of non PP pupils. Gap -13.04%.

Overall levels of entry progress data:

Level 2 on entry - 50% of disadvantaged pupils of made expected progress vs 20% of other pupils.

National average was 23%.

Level 3 on entry - 20% of disadvantaged pupils of made expected progress vs 18% of other pupils.

National average was 50%.

Level 4 on entry - 56% of disadvantaged pupils of made expected progress vs 65% of other pupils.

National average was 74%.

Level 5 on entry - 57% of disadvantaged pupils of made expected progress vs 72% of other pupils.

National average was 82%.

KS2 to KS4 Value added by Best 8

Summary shows that Forge Valley School:

Overall - Value added for pupil premium pupils was 992.0 compared with 999.8 for other pupils. National for PP VA by best 8 was 976.3

English - Value added for pupil premium pupils was 998.70 compared with 999.4 for other pupils. National for PP VA by best 8 was 998.2

Maths - Value added for pupil premium pupils was 998.1 compared with 999.5 for other pupils. National for PP VA by best 8 was 997.9

Expected progress in Maths of disadvantaged pupils

Summary shows that Forge Valley School:

- the gap between PP and non-PP pupils making expected progress in Maths has widened from 2015 to 2016
- a specific focus needs to be given to PP pupils in Maths

Progress Data

53% of disadvantaged pupils are making expected progress in Maths compared to 71% of non PP pupils. Gap -18%.

Overall levels of entry progress data:

Level 3 on entry (1 pupil) - 0% of disadvantaged pupils of made expected progress vs 43% of other pupils. Gap - 43%. 2015 National average was 50%.

Level 4 on entry (10 pupils) - 40% of disadvantaged pupils of made expected progress vs 71.6% of other pupils. Gap 31.6%. 2015 National average was 74%.

Level 5 on entry (16 pupils) - 50% of disadvantaged pupils of made expected progress vs 86.8% of other pupils. Gap -36.8%. 2015 National average was 82%.

KS2 to KS4 Value added by Best 8

Summary shows that at Forge Valley School:

- disadvantaged pupils continue to make good progress for the whole secondary phase of education
- value added for Maths and English shows much less of a gap and that figures for PP VA are likely to be around national.
- there is a need for focus on progress in in the Ebacc and Open basket of pupils

Overall - Value added for pupil premium pupils was 980.6 compared with 1015.00 for other pupils. The 2015 National for PP VA by best 8 was 976.3



	<p>English - Value added for pupil premium pupils was 996.2 compared with 1000.0 for other pupils. The 2015 National for PP VA by best 8 was 998.2</p> <p>Maths - Value added for pupil premium pupils was 997.1 compared with 1000.6 for other pupils. The 2015 National for PP VA by best 8 was 997.9</p>
Progress 8	<p>Progress 8 Pupil premium pupils achieved a progress 8 measure of -0.24 and attainment 8 of 3.82. Non premium pupils achieved a progress 8 measure of +0.29 and attainment 8 of 5.19.</p> <p>There is a gap in progress for and attainment for PP pupils vs non PP pupils of ½ a grade on average, on this measure.</p>

2. Year 11 forecast academic outcomes for 2017 accreditation

Y11 projected outcomes summer 2017 – Data to follow



3. Year 9 Academic outcomes

Y9 English outcomes for summer 2016 (N° of disadvantaged pupils 43)

Summary shows that Forge Valley School:

- Had an attainment gap between PP and non PP of -0.2 after assessment window 1
- Had an attainment gap between PP and non PP of +0.5 after assessment window 2
- Had an attainment gap between PP and non PP of -0.01 after assessment window 3
- This shows that all pupils were slightly over two fine grades off their end of year target but the attainment gap of Y9 English has closed. A difference of 1 is the number of fine grades (Forge Valley School use .1, .2 and .3 as fine grades for each 1-9 grade)

ENGLISH Y9		Base data			Assessment window 1		Assessment window 2		Assessment window 3	
Pupil Group		KS2APS	Number	Average Target	Average Grade	Average Diff from Target	Average Grade	Average Diff from Target	Average Grade	Average Diff from Target
All PP			43	4.1	2.2	-5.1	3.1	-2.8	3.1	-2.11
No PP			154	4.3	3.1	-4.9	3.2	-3.3	3.3	-2.10

Y9 Maths outcomes for summer 2016 (N° of disadvantaged pupils 43)

Summary shows that Forge Valley School:

- Had an attainment gap between PP and non PP of -0.7 after assessment window 1
- Had an attainment gap between PP and non PP of -1.2 after assessment window 2
- Had an attainment gap between PP and non PP of -1.49 after assessment window 3
- This shows that the attainment gap of Y9 Maths has widened. A difference of 1 is the number of fine grades (Forge Valley School use .1, .2 and .3 as fine grades for each 1-9 grade)

MATHS Y9		Base data			Assessment window 1		Assessment window 2		Assessment window 3	
Pupil Group		KS2APS	Number	Average Target	Average Grade	Average Diff from Target	Average Grade	Average Diff from Target	Average Grade	Average Diff from Target
All PP			43	4.1	1.3	-6.5	2.1	-6.4	2.1	-5.94
No PP			154	4.3	2.3	-5.8	3.1	-5.2	3.1	-4.45

4. Year 8 Academic outcomes

Y8 English outcomes for summer 2016 (N° of disadvantaged pupils 46)



Summary shows that Forge Valley School:

- Had an attainment gap between PP and non PP of -0.8 after assessment window 1
- Had an attainment gap between PP and non PP of -0.1 after assessment window 2
- Had an attainment gap between PP and non PP of -1.37 after assessment window 3
- This shows that the attainment gap of Y8 English has widened. A difference of 1 is the number of fine grades (Forge Valley School use .1, .2 and .3 as fine grades for each 1-9 grade)

ENGLISH Y8		Base data			Assessment window 1		Assessment window 2		Assessment window 3	
Pupil Group		KS2APS	Number	Average Target	Average Grade	Average Diff from Target	Average Grade	Average Diff from Target	Average Grade	Average Diff from Target
All PP			46	3.3	2.3	-3.3	2.3	-2.6	2.2	-3.73
No PP			162	4.1	3.1	-2.5	3.1	-2.5	3.1	-2.63

Y8 Maths outcomes for summer 2016 (N° of disadvantaged pupils 46)

Summary shows that Forge Valley School:

- Had an attainment gap between PP and non PP of -0.7 after assessment window 1
- Had an attainment gap between PP and non PP of -0.3 after assessment window 2
- Had an attainment gap between PP and non PP of -0.48 after assessment window 3
- This shows that the attainment gap of Y8 Maths has closed slightly when compared to assessment point 1. A difference of 1 is the number of fine grades (Forge Valley School use .1, .2 and .3 as fine grades for each 1-9 grade)

MATHS Y8		Base data			Assessment window 1		Assessment window 2		Assessment window 3	
Pupil Group		KS2APS	Number	Average Target	Average Grade	Average Diff from Target	Average Grade	Average Diff from Target	Average Grade	Average Diff from Target
All PP			46	3.2	1.3	-4.9	1.3	-4.6	2.1	-3.75
No PP			162	3.3	2.2	-4.2	2.2	-4.3	2.3	-2.89





5. Year 7 Academic outcomes

Y7 English outcomes for summer 2016 (N° of disadvantaged pupils 65)

Summary shows that Forge Valley School:

- Had an attainment gap between PP and non PP of +0.02 after assessment window 1
- Had an attainment gap between PP and non PP of -0.2 after assessment window 2
- Had an attainment gap between PP and non PP of -0.94 after assessment window 3
- This shows that the attainment gap in Y7 English has widened slightly to a fine grade below. A difference of 1 is the number of fine grades (Forge Valley School use .1, .2 and .3 as fine grades for each 1-9 grade)

ENGLISH Y7		Base data			Assessment window 1		Assessment window 2		Assessment window 3	
Pupil Group		KS2APS	Number	Average Target	Average Grade	Average Diff from Target	Average Grade	Average Diff from Target	Average Grade	Average Diff from Target
All PP			65	2.1	1.3	-2.11	1.2	-2.3	2.1	-1.02
No PP			172	2.2	1.3	-2.13	1.3	-2.1	2.2	-0.08

Y7 Maths outcomes for summer 2016 (N° of disadvantaged pupils 65)

Summary shows that Forge Valley School:

- Had an attainment gap between PP and non PP of -0.66 after assessment window 1
- Had an attainment gap between PP and non PP of -0.9 after assessment window 2
- Had an attainment gap between PP and non PP of -1.61 after assessment window 3
- This shows that the attainment gap of Y8 maths has widened with more than one fine grade of difference. A difference of 1 is the number of fine grades (Forge Valley School use .1, .2 and .3 as fine grades for each 1-9 grade)

MATHS Y7		Base data			Assessment window 1		Assessment window 2		Assessment window 3	
Pupil Group		KS2APS	Number	Average Target	Average Grade	Average Diff from Target	Average Grade	Average Diff from Target	Average Grade	Average Diff from Target
All PP			65	2.2	1.1	-3.88	1.1	-3.6	1.2	-2.67
No PP			172	2.3	1.3	-3.22	1.3	-2.7	2.2	-1.06



6. Whole School attendance

Forge Valley whole school attendance in 2014 – 15 Academic year

Summary shows that Forge Valley School:

- % of sessions missed to overall absence. Internal attendance records indicate the gap between Pupil Premium Pupils and their peers was -4.7% below the national figure gap of -3.2%.
- % of persistent absentees is was higher than. The gap between Pupil Premium Pupils and their peers was -11.30 %. National figures are not available for this measure.

Category	% of sessions missed to overall absence			% of persistent absentees (10% or more sessions)		
	Forge Valley	Gap	National	Forge Valley	Gap	National
PP	9.0	-4.7	-3.2	15.10	-11.30	
NonPP	4.3			3.80		

Forge Valley whole school attendance in 2015 – 16 Academic year

Summary shows that Forge Valley School:

- % of sessions missed to overall absence. Internal attendance records indicate the gap between Pupil Premium Pupils and their peers is widening with the gap of -5.02% below the national figure gap of -3.2%.
- % of persistent absentees is significantly higher than national by almost three times. The gap between Pupil Premium Pupils and their peers is widening with the gap of -21.97% below the national figure gap of -7.6%.

Category	% of sessions missed to overall absence			% of persistent absentees (10% or more sessions)		
	Forge Valley	Gap	National	Forge Valley	Gap	National
PP	8.55	-	-3.20	28.51	-	-7.6
NonPP	3.53	5.02		6.54	21.97	

7 Whole School attendance - We have developed a the role of our leadership team: Assistant Headteacher – Achievement for at KS4 and Assistant Headteacher – Achievement for at KS3 A key focus of this role is on the achievement of our most vulnerable groups. While our Assistant Headteachers – are ambassadors and link for all of our disadvantaged pupils, there is an emphasis on development, particularly with regard to an investment in teacher CPD to ensure quality first teaching, rather than triage.

8 Assistant Headteacher – Assistant Headteacher – Achievement for all at KS4/KS3. This role is the development of a programme pupil intervention which is informed by Sutton Trust research. This has a high impact, and level of accountability. At Forge Valley School, we extend this model by embracing termly Pupil Premium meetings in across the school with a progress and teaching and learning focus, each time linked to improved outcomes for our most disadvantaged pupils.

9 Year managers. Our Assistant Headteachers – Achievement work alongside our year managers in KS3 and KS4 to regularly meet with pupils to discuss their progress and to act upon any issues that come to light. This takes place where needed in year, but is also formalised through our progress inclusion meetings after each track, where interventions are bespoke for each underachieving Pupil and range from one to one mentoring to support with resources to specific interventions such as literacy.



- 10 CPD and classroom innovation.** At Forge Valley School, we are proud to be at the cutting edge of classroom innovation. As a school, we are regular readers of educational research, sharing relevant blogs and key texts across the school. We have implemented the Forge Valley School - library of key T&L materials, which are accompanied by best practice meetings every Wednesday. This is supported by displays in the staffroom. We are passionate about sharing great practice, and the ideas shared in the forums we have.
- 11 AEN and EAL support strategies meeting.** At Forge Valley School, we are all a teacher of every child – all staff have knowledge of the needs of all learners. Key agencies in school work together to develop this knowledge further, offering SEN lunches and EAL opportunities where members of staff are invited to discuss strategies that work for our most vulnerable pupils.
- 12 The Accelerated reader programme** has been a particularly successful intervention; pupils are identified through a test we administer with primary (Y6) pupils during transition. Those with reading ages below chronological age are then withdrawn to take part in what is a graduated reading programme, designed to consolidate and further their ability with their reading.
- 13 Curriculum development and options pathways.** We have developed a curriculum, which fits the needs of all of our pupils. All PP pupils in Y9 taking part in a one to one meeting with the Assistant Headteachers to discuss their pathway, and its implications. This is reinforced with an information evening for parents to ensure a thorough understanding, and as with all evenings for parents, transport is provided to support parents in hard to reach areas.
- 14 Transition** is incredibly important for all pupils, but especially for those who are disadvantaged. Our AEN department meet with primary SENCO's starting from January and at these meetings PP pupils are discussed. Pupils are offered, where needed, an early transition programme. Primary SENCOs also form part of a team which work together to allocate pupils to form groups, foundation learning groups and Functional skills groups. There are two days of whole school and all PP pupils are allocated to form groups with peers who will be a positive influence on them, throughout school. During this transition week, all parents are invited in for presentations with the Assistant Headteacher and the Headteacher. Parents also get to meet their child's form tutor, which establishes an early positive relationship with the children. Each year, events and activities are held which bring all pupils up to our high standards and ensure all youngsters feel part of Forge Valley School from day one. For example, our Summer School is held at the end of the summer holidays, to ensure all pupils are fully prepared for September. This summer school will continue despite the removal of funding from Sept 2015. We focus all activities on organisation and study skills, as well as team building and getting to know the school buildings. In addition, subject teachers of MFL and ICT are currently undertaking a programme of work with our feeder schools to support academic transition and to ensure better coverage of curriculum content prior to Y7.



- 15 Y10/Y11 interventions.** In addition to interventions on a developmental level, through teaching and learning, and a whole school culture, we also support pupils who require specific intervention to help them to reach their full potential. We run a bespoke Y11 catch up for our Pupil Premium pupils where lunch is provided, as well as resources such as revision guides, pencil cases, calculators, etc. Pupils complete Maths and English work, and all staff are informed of which pupils attend so that they can send work for their subject area to support pupils who are falling behind. The intervention is led by two AHTs, giving it weight, and allowing for any issues raised to be followed up quickly and discreetly. In addition, we run homework clubs at both lunchtime and afterschool that are open to all pupils. Pupils who have been highlighted as requiring specific support with homework (through our system of homework logs) are personally invited, and parents are texted to inform of attendance. In addition, we run targeted interventions for literacy, numeracy, paired reading, and Lexia, amongst others.
- 16 Attendance intervention.** The attendance of disadvantaged pupils is a national issue that we continue to work hard to address at Forge Valley School. The pastoral team discuss all pupils who drop below 95% attendance in their weekly inclusion meetings to highlight the impact of this issue upon Pupil progress. We communicate with parents immediately if a Pupil has an unexplained absence and further interventions include letters home, meeting with a member of the behaviour and safety team and intervention by the school's EWO. Inclusion discussions also aim to drill down to the reasons for any drop in attendance and other agencies are utilized as appropriate.



Appendix 2 Next steps for 2016-17 academic year

Strategy	Targeted Outcomes	Monitoring
		M Barker D Barrowclough, J Watson
To improve further refine attendance of PP pupils	To close gaps in % of sessions missed and % of persistent absentees (10% or more sessions)	R Holliday, D Edwards, L Hill, D Barrowclough
To reduce the number of pupil premium Pupils who receive fixed term exclusions.	Reduction in the amount of Pupil Premium Pupils receiving a fixed term exclusion.	R Holliday D Barrowclough
To support pupil premium Pupils following a fixed term exclusion	To reintegrate pupil premium Pupils back into a full curriculum following a fixed term exclusion.	R Holliday D Barrowclough
		M Barker D Barrowclough
		M Barker D Barrowclough
To have specific intervention groups for PP pupils	PP pupils who are behind to be included in intervention groups for English, Maths, Science, Humanities and MFL.	M Barker D Barrowclough T Balmer – KS3 J Watson – KS4
Extra support in English / Maths or both	Improve Pupil Premium pupils' expected levels of progress in English & Maths by using Period 6 time.	J Watson D Barrowclough
Narrow Gaps in Maths and English for 2017 leavers	To close the attainment gap in Middle and High ability pupils in Maths and English	J Watson D Barrowclough
Evaluation and updating pupil's resources to improve attainment.	Improve Pupil Premium attainment and expected levels of progress.	DoL, S Leach
Increased curriculum capacity – Extra classes in English, Maths & Science	Reduction in class sizes and improved attainment and progress. Refining of the curriculum to give one hour extra to Maths and English. Give pupils a choice of taking RS or ICT qualifications at GCSE in order to achieve this.	J Watson, D Barrowclough, M Barker
To develop a homework and revision support group for PP pupils	Pupils to develop more independent study skills.	M Barker J Watson



Appendix 3 – 2016 Leavers Pupil Premium

Pupils	
Filtered Group	
Excluded Students	0
Students Included	35

Performance		
	Pupils	Percent
5 A* to A	4	11.43%
5 A* to B	8	22.86%
5 A* to C	12	34.29%
Inc EnMa	9	25.71%
5 A* to D	22	62.86%
Inc EnMa	19	54.29%
5 A* to G	29	82.86%
Inc EnMa	28	80.00%
1 A* to G	31	88.57%
Any Grades	31	88.57%

Entries		
	Count	Percent
A*	22	7.53%
A* to A	51	17.47%
A* to B	87	29.79%
A* to C	140	47.95%
Total	292.00	-
Avg / Pupil	8.34	-

English				
	Entries	A* to A	A* to C	A* to D
	33	2	14	25
Pupils	94.29%	5.71%	40.00%	71.43%
Entries	-	6.06%	42.42%	75.76%

Maths				
	Entries	A* to A	A* to C	A* to D
	33	5	14	20
Pupils	94.29%	14.29%	40.00%	57.14%
Entries	-	15.15%	42.42%	60.61%

Science				
		Pupils	Entries	
1 Science Entry	31	88.57%	-	
A* to C	14	40.00%	45.16%	
2 Science Entries	22	62.86%	-	
A* to C	11	31.43%	50.00%	
3 Science Entries	9	25.71%	-	
A* to C	6	17.14%	66.67%	

MFL				
	Entries	A* to A	A* to C	A* to G
	7	3	5	7
Pupils	20.00%	8.57%	14.29%	20.00%
Entries	-	42.86%	71.43%	100.00%

Baccalaureate		
	Entered	Achieved
English	33	14
Maths	33	14
Science	22	11
Lang	7	5
Hums	25	9
Overall	7	5
Pupils	20.00%	14.29%
Entries	-	71.43%

English & Maths Threshold		
	Entered	Achieved
	33	9
Pupils	94.29%	25.71%
Entries	-	27.27%

Progress 8		
	A8	P8
English	3.97	-0.64
Maths	3.66	-0.43
EBac	3.34	+0.16
Other	4.3	-0.26
Overall	3.82	-0.24
Entries	33	94.29%



Appendix 3 – 2016 Leavers Non Pupil Premium

Pupils	
Filtered Group	
Excluded Students	0
Students Included	170

Performance		
	Pupils	Percent
5 A* to A	25	14.71%
5 A* to B	70	41.18%
5 A* to C	118	69.41%
Inc EnMa	106	62.35%
5 A* to D	153	90.00%
Inc EnMa	134	78.82%
5 A* to G	165	97.06%
Inc EnMa	160	94.12%
1 A* to G	169	99.41%
Any Grades	169	99.41%

Entries		
	Count	Percent
A*	119	6.99%
A* to A	333	19.57%
A* to B	756	44.42%
A* to C	1214	71.33%
Total	1702.00	-
Avg / Pupil	10.01	-

English				
	Entries	A* to A	A* to C	A* to D
	169	25	129	155
Pupils	99.41%	14.71%	75.88%	91.18%
Entries	-	14.79%	76.33%	91.72%

Maths				
	Entries	A* to A	A* to C	A* to D
	169	35	121	139
Pupils	99.41%	20.59%	71.18%	81.76%
Entries	-	20.71%	71.60%	82.25%

Science				
	Entries	Pupils	Entries	
1 Science Entry	169	99.41%	-	
A* to C	118	69.41%	69.82%	
2 Science Entries	150	88.24%	-	
A* to C	96	56.47%	64.00%	
3 Science Entries	69	40.59%	-	
A* to C	59	34.71%	85.51%	

MFL				
	Entries	A* to A	A* to C	A* to G
	75	21	58	75
Pupils	44.12%	12.35%	34.12%	44.12%
Entries	-	28.00%	77.33%	100.00%

Baccalaureate		
	Entered	Achieved
English	169	129
Maths	169	121
Science	150	96
Lang	75	58
Hums	144	84
Overall	59	48
Pupils	34.71%	28.24%
Entries	-	81.36%

English & Maths Threshold		
	Entered	Achieved
	169	107
Pupils	99.41%	62.94%
Entries	-	63.31%

Progress 8		
	A8	P8
English	5.23	-0.07
Maths	4.99	+0.07
EBac	4.75	+0.5
Other	5.72	+0.45
Overall	5.19	+0.29
Entries	169	99.41%