

Forge Valley School Closing the Gap



Pupil Premium Spending Statement 2017-18

Pupil Premium Forge Valley School

Pupil Premium Funding 2017-18

From September 2012, schools are required to report on how their Pupil Premium Funding (PPF) has been deployed. Schools are also asked to track and report on the impact that PPF has had on pupil attainment. The PPF is allocated to each pupil who has free school meals (FSM) or has in the last six years, children who are 'looked after, adopted and Services children. The data below provides the relevant information about our school roll and the use of the funding received.

Financial year 2017 to 2018

In the 2017-2018 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years. The breakdown of funding for disadvantaged pupils is as follows:

<u>Disadvantaged pupils</u>	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900
<u>Service children</u>	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence	£300

1. Forge Valley School's allocation of Pupil Premium Grant 2017-18

Total number of pupils on roll		1191*
Total number of Forge Valley School Pupils eligible for PPF	255	(21.4%)
Forge Valley School Pupil Premium 2016-17 =		£238,088

*according to the January 2017 census data used by the UK government to allocate funding.

2. The main barriers to educational achievement at Forge Valley School

At Forge Valley School 21.4% of the school population qualify the Pupil Premium funding, this is a sizeable number of pupils which we believe is too vast to earmark generic 'barriers to achievement'. We are a data-rich institution and have identified a range of barriers for specific groups of pupils who are also eligible for the Pupil Premium funding. For example, we understand that our lower ability pupil premium pupils face very different barriers to achievement than their higher ability counterparts. We have, however, identified some barriers that are pertinent to the cohort as a whole:

Attendance of Pupil Premium pupils

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.

Learner behaviours

The introduction of a consistent discipline procedure has transformed behaviour for learning at Forge Valley School. We are certain that every lesson exhibits excellent, polite behaviours of which we are extremely proud. Speaking more generally, Pupil Premium pupils might struggle to maintain a level of focus and we certainly see an issue with resilience in learning. Through our teaching and learning programme we are working incredibly hard to ensure 'awe and wonder' in lessons which we believe will go some way to ensuring an improved level of focus and, indeed, help pupils be resilient. We believe that if lessons are exciting, pupils are more likely to engage for longer periods of time especially when the challenge is high. Our teaching and learning offer is designed to ensure high levels of challenge and pace whilst eradicating apathetic learning at all costs.

Closing the achievement gap in Lower School English and Maths subjects as well as literacy (especially with MA PP pupils)

We are aware that much of our PP are less proficient in terms of their literacy and numeracy skill sets. The Literacy coordinator, Director of Maths, Director of English and other senior colleagues have strategically planned to tackle these discrepancies. Again these are clearly highlighted in our 2017-18 development plans.

The following has been put in place across the school:

- Every child has a reading age assessment and a bespoke programme of reading intervention is in place for all pupils who require it.
- Maths and English intervention takes place at both KS3 and KS4. This has been further refined and pupils are making accelerated progress.
- The development of extended writing tasks across all academic disciplines, which are marked using the agreed literacy framework. We are trying to ensure that there is easy access to homework should it be lost or misplaced. Homework is posted on our school website. We are continuing our drive to support pupils with their homework by offering a homework club. Our pupils are responding well to the systems in place and an analysis of homework submission is ongoing, looking at a range of cohorts which includes Pupil Premium, English as an Additional Language and Special Educational Needs. This will be monitored by the Assistant Headteacher.

Curriculum accessibility – challenging all PP to achieve their potential and to build confidence and self-esteem

The school has made tremendous strides in improving the levels of differentiation and personalisation in lessons. We have noticed that our Pupil Premium pupils have a lack of self-belief, they are often too quick to give up and are sometimes self-defeatists. Since September 2017, there has been a sizeable drive to radically focus on the Pupil Premium as an entirely bespoke cohort which has led to a more fervent effort to differentiate for each child's need. Staff at Forge Valley School employ deliberate practice to ensure that every Pupil Premium pupil can flourish. This is clearly highlighted in our 2017-18 development plan for both Pupil Premium and Teaching and Learning. To this end, a whole school teaching and learning priority for this academic year continues to promote ambition, endeavour and success through focusing on developing pupil's ability to be resourceful, to respond and reciprocate, to be resilient and to be reflective and respectful.

Low levels of social and cultural capacity

We have also found that Pupil Premium pupils have much less exposure to cultural and social experiences than other pupils. We are working hard to change that from the moment they enter the school. In September 2016 we completed an audit of social and cultural exposure of our pupils and this has been the basis for the development of our enrichment programme. Forge Valley School provides many enrichment opportunities for pupils which include academic support, mentoring from HE colleagues, HEPP projects with Sheffield Hallam University, 'Discover US' and 'USinSchools', inspirational talks and much more; this is by no means an exhaustive list. It is evident in our tracking of enrichment of all pupils that Pupil Premium pupils are accessing much more enrichment, on average, than other pupils. This is proof that Forge Valley School is fully committed to developing Pupil Premium pupils. Again this is a key priority of our development plan.

Low levels of social parental engagement of Pupil Premium pupils

As a result of the tracking of pupils' engagement, it is clear that parental engagement is lowest amongst our PP cohort. The tracking of actual 'take up' of enrichment as well as the attendance to parental meetings has led to the identification of hard to reach families. Senior leaders and Middle leaders are much more proactive in enlisting the support of such parents in all aspects of school/parent collaboration.

We wish to stress here that the barriers of achievement to our Pupil Premium cohort are numerous and very much depend on the circumstances of the individual child. We have striven over the last year to ensure a better, more sophisticated understanding of the cohort across school in order to design strategic interventions that are timely and effectively; not generic.

3. How the school will measure the impact of the pupil premium

The school will look to measure the impact of the ongoing strategy to 'diminish the difference' at every feasible opportunity. For instance, we will ensure that our quality assurance processes explicitly focus on the Pupil Premium cohort to ensure exceptional provision for all. There will be specific Pupil Premium quality assurance exercises at a whole school and departmental level, as noted in the Pupil Premium development plan, which will help solidify the great outcomes for Pupil Premium in 2017-18. Additionally, the impact of strategies implemented will be analysed through data collections throughout the year as well as analysis of the 2017-18 outcomes. After each data track, the Assistant Headteacher will analyse the data in depth and will address issues arising by reviewing the action plan alongside the Headteacher. Departmental meetings and minutes, staff meetings and CPD will all have mandatory Pupil Premium items to ensure a high profile for this vital cohort; again, this list is not exhaustive.

4. Next Pupil Premium strategy review

The Assistant Headteacher, with strategic lead for Pupil Premium, has ensured in 2016-17 that the Pupil Premium strategy to 'diminish the difference' has been both robust and flexible. With this in mind, a similar strategy with some robust additions as shown by our comprehensive action plan will be followed. **The next review of our strategy will take place in the w/c 27th March 2018 between the Headteacher and the Assistant Headteacher.**

5. Spending Plan 2017-18

Please find below the spending plan for the Pupil Premium allocation for 2017-18. This plan has been reviewed by the Assistant Headteacher, Headteacher and the Tapton Academy Trust's School Manager (September 2017).

Staffing		
AHT responsible for closing the gap (0.25fte - MB)	£18,308	Responsible for the oversight of the achievement of PP pupils, particularly in regard to interventions. The AHT has designed an over-arching strategy to continue the successful closing the gap strategy of 2015-16. Please see the PP development plan on the website.
Salary for Educational welfare Officer (0.5fte)	£17,101	To provide support for families in order to maintain high rates of attendance. 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. 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. The sizeable contribution of our Attendance manager is also included here.
Intervention tuition from Forge Valley teachers (KS3)	£4,000	Small group tuition to help 'catch up' PP pupils who need to make accelerated progress in English and Maths at KS3.
Intervention tuition from Forge Valley teachers (KS4)	£4,500	Teaching staff to cover Holiday Schools which take place at Easter. The cost for hosting 'away days' for key groups of Y11 pupils in English and Maths. Pupils gain an additional qualification through the delivery of ECDL.
Educational Psychologist and Mindfulness coach	£5,400	Complex needs, mental health support and assessment needs to be high quality and accurate. Pupils will complete a mindfulness course of 4 weeks.
Pastoral and Safeguarding Support (0.5fte)	£10,239	Safeguarding Manager post to support pupils and free up Year Managers to carry out duties.
10% of all Year Manager costs	£13,206	Lexia provision (under review), literacy support and numeracy support is used to catch up PP pupils who have a lower starting point.

Assistant Headteacher in charge of Pastoral and BESD strategy (0.35fte)	£25,631	Assistant Headteacher (Pastoral) and HLTA L4 to provide behavior management support to key pupils. Works with our most vulnerable pupils and those at risk of exclusion who are often PP.
Learning Support/BESD support - HLTA L4	£13,129	To provide support to the Assistant Headteacher (Pastoral) in the provision of behavior management support and intervention to key pupils. Works with our most vulnerable pupils and those at risk of exclusion who are often PP.
Counselor Support	£3,520	Flexible provision to aid our pupils' emotional wellbeing, especially those in upper school making difficult decisions regarding options choices and GCSE anxiety.
EAL TA3	£4,540	Targeted in class support for EAL PP pupils.
Admin Support (25%) and Financial management	£5,511	Financial management and administrative support for all matters relating to PP. The admin and finance teams and provide vital support in implementing the school's 'Closing the Gap' priorities.
Careers Service – 25%	£1,500	The careers provision at Forge Valley School allows all PP pupils a one-to-one interview and ongoing advice to foster an aspirational journey in to post-16 education.
Off-site provision – Educational Enrichment	£5,000	To facilitate different pathways at KS4 when needed. This fund is on hand for adaptation and changes to pupil provision so that an engaging and enriched learning experience is provided for disadvantaged youngsters outside of the school.
Foundation Pathway teacher (0.3fte)	£9,180	At Forge Valley School we want to ensure a rigorous, academic curriculum for all pupils, regardless of background or ability. We are proud to continue our foundation pathway in history and geography after the success of 2015-16.

Literacy coordinator salary (0.4fte)	£2,040	Literacy and the culture of reading underpins academic success.
Guest speakers and the organisation of PP conferences	£2,000	Forge Valley School will host a miniTED talk on 22.3.18 with a focus on PP pupils and Raising aspirations. A second miniTED will take place in May 2018 with a focus on the promotion of STEM and MFL related subjects and the importance of endeavor.
2 Transition days	£3,300	We have budgeted for two transition day for 2018. This will allow pupils quality time here at Forge Valley School to ensure a smooth transition from primary school. The cost here includes cover, staffing, bus costs and lunch costs.
Summer school aimed at new Y7 pupils	£6000	To improve the confidence of PP pupils starting with us in September 2018. There will be a focus on English and Maths.
Total Staffing	£154,105	

Use of PP Funding	Cost	Rationale
Additional Resources		
Curriculum resources	£11,000	Enables departments to ensure classroom provision is appropriate for PP pupils. For instance, the food technology department has been allocated £2,000 to help our disadvantaged pupils take part in the practical element of the course.
ICT resources	£5,415	Lexia, accelerated reader and reading age assessment tools have been purchased to aid literacy intervention.
Transport – taxis	£1,000	All PP pupils who require financial support to partake in the activities on offer at Forge Valley School will be supported accordingly.
Revision Guides	£2,000	KS4 revision guides are offered by departments with the cost being reimbursed.
Rewards	£4,000	Encourage participation in learning by rewarding pupils authentically – providing funds for enrichment activities throughout the curriculum.
Pupil Financial Hardship Fund	£5000	Encourage participation in learning by rewarding pupils authentically – providing funds for reward trips at the end of each academic year as necessary. This funding will be used to ensure economic equality across school wherever possible. We will use this fund to ensure they are prepared and ready for the school day.
Enrichment Activities	£3,350	To ensure PP pupils can access a diverse diet of opportunities outside of the classroom – educational visits, university trip travel etc.
Trips	£4,000	Assisting PP pupils to attend curriculum trips throughout the year and end of year trips.
Teaching and Learning Resources	£1,800	To ensure high quality in-class intervention.
Mindfulness coaching	£1,200	To improve the mindset of Year 10 hard to reach PP
PetXi	£22,000	To accelerate PP progress . To complete some additional work with PP pupils in Year 1 mathematics during February half term and Easter half term holidays.
Additional funds	£25,394	These funds will be utilized to further support pupil hardship and rewards
Total Resources	£60,765	

STAFFING: £154,105
RESOURCES: £37,565
TOTAL: £238,088