

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 | Foundry College |
| Number of pupils in school (December '23) | 39 |
| Proportion (%) of pupil premium eligible pupils | 11.43% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2020 – 2023 |
| Date this statement was published | Sept' 2019 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Iain Thomas |
| Pupil premium lead | Iain Thomas |
| Governor / Trustee lead | Sharon Finn |

Funding overview

| Detail | Amount |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Pupil premium funding allocation this academic year | £8700 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £8,700 |

Part A: Pupil premium strategy plan

Statement of intent

The small number of pupils single registered at Foundry and thus qualifying for pupil premium funding at the start of the year, as against the total number of pupil premium pupils educated by Foundry on behalf of a mainstream school that has received the allocated funding, coupled with the in-year turbulence which will inevitably increase the number of pupil premium and looked after children, makes quantifying actual spend to specific pupils extremely complicated.

At Foundry, all pupils are considered to be “disadvantaged” due to the impact of their challenging behaviours or their medical/vulnerable circumstances. The allocated budget exceeds the actual monies received and is used to support all pupils across the college who would benefit from the strategies that would normally be offered to those categorised as pupil premium.

The exception to this is looked after children where very specific interventions are identified in their termly education review and bespoke costs are presented for reimbursement.

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

High-quality teaching focused on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need within their first few weeks of attending Foundry College (reading, spelling, baseline assessments in Mathematics, English and Science), helping pupils access a broad and balanced curriculum, to grow and make good progress relative to individual starting points. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with to familiarise themselves with the college environment and gain some experience of college life and study.

Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>Our assessments, observations and discussions with pupils show that disadvantaged pupils who have been permanently excluded have undiagnosed SEND needs that need to be met. On an individual level, learners often have personal issues that affect their learning. For example, learners with undiagnosed learning difficulties like autism or Asperger's syndrome will find certain elements of learning more challenging than others. Similarly, learners with unstable mental health, sexual exploitation, criminal exploitation, peer on peer abuse, substance mis-use and learning impairments like dyslexia may find that their personal barriers hinder their progress at times.</p> |
| 2 | <p>Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. There is a lack of prior subject specific knowledge due to absence and disengagement in previous school.</p> |
| 3 | <p>Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around a lack of resilience and coping strategies.</p> <p>Maslow's Hierarchy of Needs - self-actualization comes top of the list in the essential 'needs' that we require to learn. A lack of motivation is a major barrier to pupil's learning and without the desire to achieve; pupils often end up doing the bare minimum amount of work in the classroom, enough to get by but not enough to really enhance their learning. A lack of motivation to study typically results in pupils going through the motions of learning and not retaining information.</p> |
| 4 | <p>Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop self-esteem and reduce high anxiety. The encouragement that we receive from our teachers, parents and friends plays an important role in our emotional learning. If a student adopts a mindset of 'always trying their best' and learning from past failures, they'll generally have a positive outlook on their ability to learn. On the other hand, if a student's internal voice is always telling them that they're not good enough or that there's no point in even trying, they're more likely to underachieve in school. A learner's emotional wellbeing majorly impacts their ability to do well at school. Learners who lack confidence and are afraid to take educated guesses could have emotional issues that are affecting their learning. There can be a number of emotional factors at play in a learner's learning including fear of embarrassment, doubt and inadequacy, all of which can lead to self-sabotaging emotional states. Generally speaking, negative emotions can be reduced by setting expectations, focusing on the positives and setting goals for the future.</p> |
| 5 | <p>Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by negative experiences in mainstream and a reluctance to return to mainstream education</p> <p>A child's ability to interact socially with their peers has a significant impact on how they progress in the classroom. The very act of learning in a classroom environment involves interacting with other pupils, talking through problems and finding solutions. Discussing lessons with other pupils helps pupils realise their own strengths and weaknesses and enables them to improve their knowledge gaps, learning directly from their classmates. School pupils who have poor social skills often fall behind in their learning as they aren't able to communicate as effectively as others. The culture in which a child grows up can also have a</p> |

bearing on their ability to learn: Maslow - 'belonging' is one of the most essential learning needs. The relationships that we form with our parents, friends and teachers all feed into our ability to learn. As humans, we are hugely influenced by the people around us and during our first 5 years, our principal influencers are our parents or guardians. The beliefs that our parents hold and the cultures that they embrace can heavily influence how we learn as pupils.

Intended outcomes

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 |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improved emotional regulation, as poor regulation impacts on learning | Positive progress demonstrated by education reviews, anti-social behaviour incidents monitored and analysed, 'continued progress' monitored on tracker and interventions identified during 'educational review meetings', reviews / reports showing progress towards targets. |
| Increased ability to engage with the curriculum; support to access core subjects and bespoke enrichment activities | Package monitoring / reports on engagement and learning, outcomes / 5 qualifications, certificates etc, learner voice / questionnaires, meeting attendance targets |
| Improved reading skills using increased SENCo time, and SEND 1:1 TAs, booster sessions in English and maths, online learning app; | Testing / progress beyond entry to show consistent and sustained progress / identify further interventions. National qualifications / progress tracking evidences closing the gap. |
| Increased attendance; progress tracker link to attendance, progress monitoring meetings to identify new interventions, Attendance Policy actions. | Individual targets and progress monitoring – review day reports; current, target, new target. |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Embedding metacognition activities across the curriculum. These can support learners to articulate key ideas, consolidate understanding and extend vocabulary.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> | <p>2 & 3</p> |
| <p>Promote positive relationships through structured mentoring time and mentoring programme with staff to improve self-esteem with the recruitment of a specialist PSHCE teacher.</p> | <p>Pupils have better engagement and therefore greater success in vocational areas of learning as the relevance to life and work is a powerful motivator</p> | <p>4</p> |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £1700

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Intensive revision programme over Easter targeted to pupils and specific subjects to optimize outcomes</p> <p>Targeted reading / phonics to support comprehension with texts and minimise vocabulary gaps</p> | <p>Yr11 PP pupils to meet their target grades at GCSE. Pupil transport arranged to remove barriers to access</p> <p>Reading app, Timetabled sessions, planned areas of improvement, topic tests to highlight areas of need</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> | <p>1 & 2</p> |
| <p>1:1 and small group tuition / mentoring for identified learners/ Boost; closing gaps</p> | <p>□ Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1:1 and in small groups</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>3, 4 & 5</p> |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Bespoke learning opportunities; emotional regulation, enhanced curriculum opportunities; low demand / high engagement / sensory learning equipment / Improving School Attendance</p> | <p>Funding used to support participation in curriculum and enrichment related trips and activities to support learning and increase cultural capital as detailed in SAPs and individual learning plans</p> <p>High quality Work Experience placements</p> <p>Therapeutic 'small gardens'; being therapeutic means that school policy and the day to day practice in schools are designed. to provide experiences that create sustained prosocial feelings within all children, and adults.</p> <p>Behaviour interventions EEF educationendowmentfoundation.org.uk</p> | <p>3, 4 & 5</p> |

Total budgeted cost: £10,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

| 1. Summer 2023 Attainment Outcomes | | |
|-----------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------|
| | <i>Pupils eligible for PP (No of pupils =9)</i> | <i>Pupils not eligible for PP (No of pupils =8)</i> |
| % achieving grade 9-4 in English | 11% | 63% |
| % achieving grade 9-4 in Maths | 0% | 50% |
| % achieving grade 9-4 in both English and Maths | 0% | 38% |
| % achieving 5 (9-4) incl. English and Maths | 0% | 38% |
| % achieving 5 (9-1) incl. English and Maths | 67% | 75% |
| % achieving expected progress in English | 89% | 75% |
| % achieving expected progress in Maths | 78% | 75% |
| % achieving expected progress in English and Maths | 78% | 63% |

Of our KS4 cohort last year the breakdown of categories is extremely powerful with 56% of PP pupils being PEX, 33% being Ap and 24% being MV.

Of the figures above it clearly highlights the lower academic attainment achieved by outcome of PP pupils, in contrast it is the PP pupils who have achieved higher on their expected outcomes, showing greater progress has been made by these pupils.

All PP pupils were offered and completed work experience opportunities whilst at Foundry College in Year 11.

Two PEX PP pupils were supported with applications for apprenticeships as well as gaining work experience to develop their employability skills after the completion of the education at Foundry College. All of the PP pupils in Year 11 completed further education visits to local colleges. With regards to the enrichment opportunities our PP pupils in Y11 from the 2022-23 cohort were comparable to the non-pupil premium pupils, even during the pandemic we were able to complete social, moral, spiritual and cultural enrichment opportunities.

Only one PP pupil

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 |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--------------------------------------------------------------------------------|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

| |
|--|
| |
|--|