



1. Summary information					
School	Foundry College				
Academic Year	2015/2016	Total PP budget allocated	£15,344	Total PP grant received	£14,458
Total number of pupils	variable	Number of pupils eligible for PP	10	Date for next internal review of this strategy	Summer 2016

2. Summer 2016 Attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015/16 only)	1/10 = 10%	2/12 = 17%
% achieving expected progress in English (2015/16 only)	3/10 = 30%	7/12 = 58%
% achieving expected progress in Maths (2015/16 only)	0/10 = 0%	5/12 = 42%
% achieving expected progress in English & Maths (2015/16 only)	0/10 = 0%	2/12 = 17%

3. 2016/17 Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Low literacy skills
B.	Low numeracy skills
C.	Low self confidence
D.	Lack of prior subject specific knowledge
E.	Low parent engagement
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Low attendance rates – parents leave early for work and no supervision
G.	Challenging parenting – poor role modelling, family struggling with money, lack of follow up at home from issues at school



4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	KS1-3 PP students to make expected progress throughout the year	PP students make as good as progress as non PP.
B.	KS4 PP students to meet their target grades at GCSE	PP students make as good as progress as non PP
C.	PP students are fully integrated into school life	Attendance figures are in line with non-PP; PP students attend extra-curricular activities
D.	Y11 students move onto Post 16 courses that are suitable for their life choices and offer clear progression	100% of PP students move on to either a college course or apprenticeships that offer full time employment

5. Planned expenditure 2016-17					
School	Foundry College				
Academic Year	2016/2017	Total PP budget allocated	£12,000	Total PP + PPG grant received	£7480 + £4063
Total number of pupils	variable	Number of pupils eligible for PP	15	Date for next internal review of this strategy	Summer '17

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?
KS1-3 PP students to make expected progress throughout the year	Additional staffing at KS1/2 Use of diagnostic tools and resources	To give aspirations to pupils to see how remaining in education can improve their life chances. Attendance to school. Enable differentiated teaching across primary phase	Alternative providers monitored for quality of provision once a term through planned visits. Planning of provision led by Primary teacher to optimise use of TA support	IT/JI/VW	College Improvement Plan Reviews Teaching and Learning Committee



KS4 PP students to meet their target grades at GCSE	Intensive revision programme over Easter Alternative provision provided for vocational learning support After school sessions Before school sessions	To give students extra time to revisit the areas in the curriculum that they have not grasped from previous schools. Pupil attendance and engagement at Easter revision sessions	Timetabled sessions, planned areas of improvement, topic tests to highlight areas of need. Use of exam papers and mark schemes. Pupil transport arranged to remove access barrier	IT/JI	College Improvement Plan Reviews Teaching and Learning Committee
Total budgeted cost					£7,750
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?
Y11 students move onto Post 16 courses that are suitable for their life choices and offer clear progression	Moving on co-ordinator to have scheduled meetings with pupils on a half termly basis to ensure they have been supported 1:1 Adviza consultations	Progress files completed by the moving on co-ordinator, interviews with colleges and apprenticeship providers completed. Places offered.	Line manager meetings with recorded evidence Regular termly tracking and monitoring of placements as getting and keeping a place are two different things	IT/VW	College Improvement Plan Reviews Teaching and Learning Committee
PP students are fully integrated into school life	Induction period to highlight aspirations and areas of interest. Allocation of a Mentor	Attendance data of PP students throughout the year, including participating in extra-curricular activities.	Induction process reviewed, baseline data to be accurate, to highlight current levels of work	IT/JI	On-going, half termly
Total budgeted cost					£2,000
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?
Resilience and self-esteem are improved and pupils make progress with emotional development	To offer pupils a variety of sporting and enrichment opportunities throughout the year. 1:1 social / emotional intervention support	High attendance and participation in these sessions. Development of Personal Learning and Thinking Skills	Quality alternative providers sourced Carousel of different opportunities Reports on individual sessions to include targets and impact measures	IT/NR	College Improvement Plan Reviews Teaching and Learning Committee



Total budgeted cost £2,250

6. Review of expenditure 2015/16

Previous Academic Year

Objectives:
 To further improve pupil progress from their starting point and from KS2-KS4 in English and Maths
 To provide a focus on pupils reading and spelling ages to enhance access to the curriculum
 To build on the Foundry Family ethos to enhance pupil wellbeing, self-esteem and resilience

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
KS1-3 PP students improve their reading and spelling age and make expected progress in maths	Development of resources: <ul style="list-style-type: none"> • Reading Eggs • 123Maths • Lexia 	Only 2 KS2 pupils, both of whom made demonstrable progress in reading, writing and maths.	To be continued Flexibility to adapt to changing profile of pupils is necessary.	£2500 (resources)
KS4 Pupil Premium students to meet their target grades at GCSE in English and Maths	Holiday revision sessions Alternative provision provided for vocational learning support After school sessions Before school sessions	Attendance to Easter revision by pupils was excellent and academic outcomes exceeded expectation based on targets relative to baseline levels on entry.	To be continued Easter revision sessions would benefit from clearer targeting of pupils to subject to optimise the opportunity and teaching resources Before/after school sessions are used to expand and personalise the curriculum where necessary	£4211 (teaching) £1500 (transport)

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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KS4 Pupil Premium students to meet their target grades at GCSE in English and Maths	Development of resources: <ul style="list-style-type: none"> GL Assessment Alfie-Cloud Doddle Induction period to highlight aspirations and areas of interest	Barriers to learning and engagement are identified and enable strategies to be developed to overcome them on an individual basis	To be continued Raising Achievement Co-ordinator needs time for follow up after initial induction	£6700 (resources)
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PP students are fully integrated into school life Resilience and self-esteem are improved and pupils make progress with emotional development	To offer pupils a variety of sporting and enrichment opportunities every half term. Enrichment activities: relationship, self-esteem and resilience building programmes including SMSC, sports and themed activities. Therapy Dog	Limited impact due to limited opportunity resulting from the constraints of the timetable and staffing capacity 1 of the 2 primary pupils has successfully reintegrated into mainstream. 100% of Yr11 leavers had successfully secured EET plans.	To be continued and further developed	£2500 (activities) £1500 (dog)

7. Additional detail

Due to the small numbers of pupils qualifying for pupil premium at the start of the year (3) and the in-year turbulence increasing the number to 15, quantifying actual spend to specific pupils is extremely complicated. 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 PEP.