



Pupil Premium Strategy 2018 - 2019

1. Planned Expenditure 2018 - 2019					
School	Foundry College		Academic Year		2018/2019
Total PP budget allocated (Mar'18)	£12,000	Total PP grant received (July 2018)	£9,350	Additional PP grant received (Mar 2019)	<i>pending</i>
Total number of pupils (Sept '18)	39	Number of pupils eligible for PP	6	Date for review of this strategy	Summer 2019
VS allocation	£31,000	Number of LAC	2		

2. 2018 - 2019 Barriers to Attainment	
In-school barriers	
A.	Low literacy and/or numeracy skills
B.	Lack of prior subject specific knowledge due to absence and disengagement
C.	Lack of resilience
D.	Low self esteem
E.	Negative experiences in mainstream and a reluctance to return to mainstream education
External barriers	
F.	Low attendance rates due to social distractions
G.	Challenging parenting – poor role modelling, family struggling with money, lack of follow up at home for issues at school, parents not at home to send child to school
H.	Regular use of illegal substances

3. Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	KS1-4 PP students to make expected progress throughout the year	PP students make progress comparable with non PP counterparts.
B.	Yr11 PP students to meet their target grades at GCSE	PP students make progress comparable with non PP counterparts.
C.	PP students are fully integrated into school life and enabled to participate and succeed	Attendance figures are in line with non-PP counterparts

D.	PP students have a wide range of enrichment opportunities	PP students attend and participate in enrichment activities
E.	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
F.	To engage and support children in care when their school placements are fragile	Continuity of education for LAC pupils

4. The Plan

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 Costs	When will you review implementation?
KS1-4 PP students to make expected progress throughout the year	Increase teacher : pupil ratios Promote good attendance Use diagnostic tools eg Boxall profiles Identify and address barriers to learning through mentoring and rigorous tracking of progress Enable differentiated teaching across primary phase	Optimize concentration and engagement. Raise aspirations and focus on how remaining in education can improve pupils' life chances. Develop bespoke curriculum provision including appropriate alternative options Promote positive relationships with staff to improve self-esteem	Maintain appropriate staffing levels and expertise Proactivity of Moving On Co-ordinator and Raising Achievement Co-ordinator 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 / VWo £5000	SLT monitoring College Improvement Plan Pupil Reviews Teaching and Learning Committee
Yr11 PP students to meet their target grades at GCSE	Intensive revision programme over Easter Alternative provision provided for vocational learning support Before & After school sessions In school 'study leave' programme Develop engaging resources & online learning options	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 barriers	IT £3000	College Improvement Plan Reviews Teaching and Learning Committee
Total budgeted cost					£8,000

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 Cost	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 are supported in next steps planning. Offer a variety of work experience opportunities and taster sessions	Fear of change, the unfamiliar and being on their own are major barriers to appropriate post-16 progression	Line manager meetings with recorded evidence Regular termly tracking and monitoring of placements and NEET statistics - getting and keeping a place are two different things	IT / VWWh £1000	College Improvement Plan Reviews Teaching and Learning Committee
PP students are fully integrated into school life and enabled to participate and succeed	Induction period to explore the individual's aspirations and areas of interest. Allocation of a Mentor	Expand experience and optimize life chances. Attendance data of PP students throughout the year, including participating in extra-curricular activities.	Induction process will be completed, baseline data collated and disseminated to staff highlighting areas of interest, gaps in prior learning and suggested engagement strategies	IT / JI / VWo £1000	On-going, half termly at pupil reviews and with Foundry staff
PP students have a wide range of enrichment opportunities	Use of pupil voice to identify areas of interest. Cultural capital as a key college priority to be supported through teacher appraisal	Pupil anxieties when faced with new situations and unfamiliar experiences	Monitoring of Evolve entries and pupil registers.	NR £1000	Teaching and Learning Committee
To engage and support children in care when their school placements are fragile	Emergency support. Curriculum provision, facilitated at Foundry or through the use of Home Tutors 1:1 staff support by a qualified teacher or a behaviour support specialist available as the need arises and for however long to stabilize school placement.	Pupil school placements are vulnerable when children become LAC or move into the area and require immediate schooling. Excluded LAC need additional support and mentoring	Curriculum and on roll monitoring and review Good communication with Wokingham's Virtual School	NR £31,000	Management Committee x 3 per year. Regular meetings with Head of Virtual School
Total budgeted cost					£34,000
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 through mentoring	High attendance and participation in these sessions is good for a healthy body and mind Life skills are crucial to pupils' success in life beyond school	Quality alternative providers sourced Carousel of different opportunities Reports on individual sessions to include targets and impact measures	IT / NR £1000	College Improvement Plan Reviews Teaching and Learning Committee



	Application of an attitudes matrix for monitoring life skills				
Reduction in loss of learning time due to smoking breaks and use of illegal substances	Rigorous monitoring and sharing of information with parents/pupils. Small steps targets. Work with St Giles' Trust	Current monitoring data and the detrimental impact of substance abuse on pupils' concentration and the enhancement of disruptive behaviours	Regularity of review and accuracy of record keeping	TS	SLT monitoring Teaching and Learning Committee
Total budgeted cost					£1000

5. Additional Detail

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 PEP.

The Virtual School has commissioned Foundry to retain a level of emergency support.