



Student Premium 3 year Strategy 2020 - 2023

1. Planned Expenditure 2020 - 2021					
School	Foundry College		Academic Year		2020/2021
Total PP budget allocated (Mar'20)	£10,000	Total PP grant received (July 2020)	£11,205	Additional PP grant received (Mar 2020)	<i>pending</i>
Total number of students (Sept '20)	28	Number of students eligible for PP (Sept 2020)	6 Permanent Exclusion= 3 Alternative Provision = 2 Medical/Vulnerable = 1	Date for review of this strategy	September 2020
VS allocation	£0	Number of LAC	1 (permanent exclusion)	Number of Forces Students	0

2. 2020 - 2021 Barriers to Attainment
In-school barriers
Low literacy, numeracy and/or communication skills
Lack of prior subject specific knowledge due to absence and disengagement in previous school, possibly over many years
Lack of resilience and coping strategies
Low self-esteem and high anxiety
Negative experiences in mainstream and a reluctance to return to mainstream education
External barriers
Low attendance rates due to social distractions
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
Regular use of illegal substances
Covid-19 restrictions and increased anxieties

3. Outcomes	
<i>Desired outcomes</i>	<i>Success criteria</i>
KS1-4 PP students to make expected progress throughout the year relative to benchmarking	Tracking data shows PP students make comparable progress to their non-PP counterparts.

KS1 & KS2 PP students achieve age expected progress in SATs	Phonics and KS1 & KS2 SATS results show comparable outcomes between PP students and non-PP students
Yr11 PP students to meet their target grades at GCSE	Examination results show comparable outcomes in achieved target grades and progress of between PP students and non-PP students
PP students are fully integrated into school life and enabled to participate and succeed	Attendance figures of PP students are comparable with non-PP students
PP students have and participate in a wide range of enrichment opportunities and are encouraged to develop and participate in interests and hobbies outside of school	PP students' enrichment profiles are comparable with non-PP counterparts
Y11 PP students move onto Post 16 courses/apprenticeships that are suitable for their life choices and offer clear progression	100% of Yr11 PP students move on to either a college course or apprenticeship. No Yr11 PP students become NEET.
Yr11 PP students are work-ready	Yr11 PP students have the experience of a part time job
To engage and support children in care when their school placements are fragile	There is continuity of education for LAC students

4. The Plan

i. Quality of Teaching for All

Desired outcome	Chosen action/approach	Rationale for this choice	How will you ensure it is implemented well?	Staff lead Costs	When / how implementation will be reviewed
KS1-4 PP students to make expected progress throughout the year relative to benchmarking	<p>Increase teacher : student ratios</p> <p>Utilize exam board materials to support learning and provide structure</p> <p>Promote high aspirations and focus on how remaining in education can improve students' life chances</p> <p>Promote good attendance</p> <p>Develop bespoke curriculum provision including appropriate alternative options</p> <p>Promote positive relationships with staff to improve self-esteem</p> <p>Use diagnostic benchmarking tools eg Boxall profiles, GL Assessments</p> <p>Identify and address barriers to learning through daily mentoring and rigorous tracking of progress</p> <p>Enable differentiated teaching across primary phase</p>	<p>Optimizes student focus and engagement</p> <p>Students' historic learning can be patchy so a well-structured programme of study is reassuring, reinforces sense of progress through the curriculum and identifies gaps</p> <p>Students' aspirations tend to be low and they can be resigned to failure</p> <p>Student learning takes place predominantly at school, not through home learning</p> <p>Students 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>Staff/student relationships are fundamental to success through feeling safe and valued</p> <p>KS1 & KS2 students are taught in the same classroom</p>	<p>Maintain appropriate staffing levels and expertise</p> <p>Succession planning</p> <p>Proactivity of Moving On Co-ordinator and Raising Achievement Co-ordinator</p> <p>Alternative providers monitored for quality of provision once a term through planned visits</p> <p>Planning of provision led by Primary teachers to optimise use of TA support</p>	<p>IT</p> <p>£5,000</p>	<p>Half termly</p> <p>Student Reviews</p> <p>SLT monitoring</p> <p>College Improvement Plan Reviews</p> <p>Teaching and Learning Committee</p>

KS1 & KS2 PP students achieve age expected progress in phonics and SATs	Targeted and creative teaching using the support of engaging materials Practice with past materials and consideration of appropriate delivery arrangements	In previous cohorts, home schools have dis-applied these students from national testing	Close liaison with home schools re expectations and implementation plan	VWo £500	Half termly Student Reviews College Improvement Plan Reviews Teaching and Learning Committee
Yr11 PP students to meet their target grades at GCSE	Intensive revision programme over Easter targeted to students and specific subjects to optimize outcomes Alternative provision provided for vocational learning support Before & after school sessions In school 'study leave' programme Develop engaging resources & online learning options to support revision	To give students extra personalised time to address individual gaps in content and to revisit the areas in the curriculum that they have not grasped from previous schools. Student attendance and engagement at Easter revision sessions has been effective for previous cohorts (2018/19)	Timetabled sessions, planned areas of improvement, topic tests to highlight areas of need Use of exam papers and mark schemes Student transport arranged to remove barriers to access	IT £3,000	Spring term SLT College Improvement Plan Reviews Teaching and Learning Committee
Total budgeted cost					£8,500

ii. Targeted support					
Desired outcome	Chosen action/approach	Rationale for this choice	How will you ensure it is implemented well?	Staff lead Cost	When / how implementation will be reviewed
Y11 students move onto post 16 courses or apprenticeships that are suitable for their life choices and offer clear progression	Moving on Co-ordinator will have scheduled meetings with students individually on a half termly basis to ensure they are supported in next steps planning Offer a variety of work experience opportunities including using a day a week model and taster sessions Support students in attending taster sessions at College	Fear of change, the unfamiliar, being on their own and the enormity of the College environment are all major barriers to appropriate and successful 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	VWh £1,000	Termly SLT College Improvement Plan Reviews Teaching and Learning Committee
Yr11 PP students are work-ready	Within mentor sessions, KS4 students are encouraged to seek part time employment and are assisted in the application process	Any barriers to the world of work can be identified and support provided to address them Expanding students' awareness of employment opportunities Students learn about earning an honest wage	Regular discussion with students along with proactive support Regular termly tracking	VWh £1000	Termly SLT 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 Support in building relationships Medical / vulnerable students encouraged to receive education on site as soon as ready	Confidence and resilience are usually lacking and impact attendance and engagement	Induction process will be completed, baseline data collated and disseminated to staff highlighting areas of interest, gaps in prior learning and suggested engagement strategies Promote proactivity from staff Provide forum for dissemination of data	J1 £1,000	Half termly with on-going informal review Student reviews Attendance data
PP students have and participate in a wide range of enrichment opportunities and are encouraged to develop and participate in interests and hobbies outside of school	Targeted Cultural Capital opportunities Cultural capital as a key college priority to be supported through teacher appraisal Use of student voice to identify areas of interest Research with students into local opportunities, clubs, hobbies etc. Publicity Support with facilitation	Students' life experiences are often very limited Students demonstrate significant anxieties when faced with new situations and unfamiliar experiences Many students do not have the encouragement and opportunity to foster interests outside of the school curriculum and so do not develop talents they may have	Monitoring of Evolve entries and student registers Feedback from mentors Student voice	NR £1,000	Half termly Cultural Capital monitoring 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 off site through the use of 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	Students' school placements can be challenging and fragile 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 Bespoke costs	Termly Headteacher's Report to Management Committee Meetings with Head of Virtual School
Total budgeted cost					£4,000

iii. Other Approaches					
Desired outcome	Chosen action / approach	Rationale for this choice	How will you ensure it is implemented well?	Staff lead	When / how implementation will be reviewed
Resilience and self-esteem are improved and students make progress with emotional development	To offer students a variety of sporting and enrichment opportunities throughout the year 1:1 social / emotional intervention support through mentoring Application of an attitudes matrix for monitoring life skills Participation in Mental Health Project	High attendance and participation in these sessions is good for a healthy body and mind Life skills are crucial to students' success in life beyond school Fragile mental health is very evident amongst students and is a real barrier to engagement and achievement	Quality alternative providers sourced Carousel of different opportunities Reports on individual sessions to include targets and impact measures Lead professional for Mental Health	NR £2,000	Termly College Improvement Plan Reviews Teaching and Learning Committee
Reduction in loss of learning time due to smoking breaks and use/impact of illegal substances	Rigorous monitoring and sharing of information with parents/students Small steps targets Work with St Giles' Trust or equivalent organisations	Detrimental impact of substance abuse on students' concentration and the enhancement of disruptive behaviours	Regularity of review and accuracy of record keeping	TS £1,000	SLT monitoring Teaching and Learning Committee
Total budgeted cost					£3,000

5. Additional Detail

The small number of students single registered at Foundry and thus qualifying for student premium funding at the start of the year, as against the total number of student premium students 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 student premium and looked after children, makes quantifying actual spend to specific students extremely complicated.

At Foundry, all students 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 students across the college who would benefit from the strategies that would normally be offered to those categorised as student premium.

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