

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 (October '22)	37
Proportion (%) of pupil premium eligible pupils	27% (10 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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	£8680
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	£8680

Part A: Pupil premium strategy plan

Statement of intent

At Foundry College, 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 small number of pupils single registered at Foundry and thus qualifying for pupil premium funding (7 pupils = 19%) at the start of the year does not reflect the total pupil premium cohort at the college or the total of pupils who are pupil premium eligible for support. Pupils who are educated by Foundry on behalf of a mainstream school receive the allocated funding and this is not passed on to Foundry College but we continue to provide additional support to them. In addition, the in-year turbulence experienced by provision such as ours inevitably increases the number of pupil premium and looked after children attending the college. Our strategy includes support for the whole cohort, and is constantly reviewed and adapted as the cohort changes.

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.

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 focussed 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, comprehension and 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.

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Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension, literacy, numeracy and/or communication difficulties compared to non-disadvantaged pupils in our school.
2	Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering Foundry College. 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, especially with girls in the previous academic year. There is a lack of prior subject specific knowledge due to absence and disengagement in previous school, possibly over many years reduced pupil outcomes

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
Pupils can use a range of communication strategies to aid their understanding and to develop expressive communication skills.	Half termly literacy and oracy outcomes in education reviews are achieved
KS1 - 4 PP pupils achieve expected progress	An increase in the number of disadvantaged pupils entered for GCSE subjects, particularly maths. For those that are entered, results show a reduction in the attainment gap between disadvantaged pupils and their peers. Examination results show comparable outcomes in achieved target grades.
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology	Phonics and KS1 & KS2 SATS results show comparable outcomes between PP pupils and non-PP pupils. Oracy targets are set and reviewed each half term
PP pupils are fully integrated into school life and enabled to participate and succeed	Attendance figures of PP pupils are comparable with non-PP pupils
PP pupils 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 pupils' enrichment profiles are comparable with non-PP counterparts

<p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>Through observations and discussions with pupils and their families. That PP pupils all complete a work experience placement whilst at Foundry College.</p>
<p>Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.</p>	<p>All disadvantaged pupils are able to access high quality work experience and careers mentoring. By the end of 2022/23, disadvantaged pupils are progressing to higher or further education at the end of KS5 in the same numbers as their peers</p>

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: £750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum leads will engage with our oracy lead and further afield to develop the quality of oracy teaching through CPD.	There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes.	1

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

Budgeted cost: £6400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intensive revision programme over Easter targeted to pupils and specific subjects to optimise outcomes	Yr11 PP pupils make expected progress from baseline. (£5200)	1 & 2
Alternative provision provided for vocational learning support	Pupil transport arranged to remove barriers to access (£800)	
Use diagnostic benchmarking tools e.g. GL Assessments, PTM, PTE	Use of exam papers and mark schemes. Identification of building blocks that need to be addressed (£400)	

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
SMSC Opportunities are analysed within the induction period and discussed with teaching staff to align within subject areas to support missed learning.	Prior learning has been missed through SMSC opportunities not being completed in prior provisions	1 & 2

Total budgeted cost: £8650

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 2020 to 2021 academic year.

The college continued its focus on attendance and engagement of pupils through the use of mentoring, restorative practice, targeted intervention and bespoke curriculum. The physical and mental health of pupils was a key area, through developing outdoor practical experiences. The college focussed on the next steps of pupils, employability skills workshops and our own next steps co-ordinator attending interviews alongside learners to support with their transition.

The college built on prior work to remove Barriers to Learning (such as, revision guides etc) with a specific focus on IT. The school evaluated the availability of internet access and IT equipment (and therefore capacity for joining remote learning) of all pupils and prepared laptops for those identified as needing them for the lockdown periods. Furthermore, the school provided training for all staff and pupils in Teams so all can access education remotely.

- ▶ 2/5 x PP Pupils achieved 5 x 9-4 qualifications
- ▶ 3/5 x PP Pupils achieved 5 x 9-1 qualifications
- ▶ PP Boys 2/2 achieved 5 x 9-4 qualifications
- ▶ Our lowest achieving cohort were PP Girls 0/3 achieved 5 x 9-4 qualifications & 2/3 achieving 5 x 9-1 qualifications.

Summer 2022 Attainment Outcomes

	Pupils eligible for PP (No of pupils =5)	Pupils not eligible for PP (No of pupils =7)	Whole Cohort (12 pupils)
% achieving grade 9-4 in English	40%	85%	67%
% achieving grade 9-4 in Maths	40%	85%	67%

% achieving grade 9-4 in both English and Maths	40%	71%	58%
% achieving expected progress in English	80%	57%	67%
% achieving expected progress in Maths	80%	86%	75%
% achieving expected progress in English and Maths	80%	86%	75%

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)

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