

## 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 (December '21)	35
Proportion (%) of pupil premium eligible pupils	11.43%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020 - 2023
Date this statement was published	Sept' 2019
Date on which it will be reviewed	December 2021
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	£8420
Recovery premium funding allocation this academic year	£1500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£10,000

## Part A: Pupil premium strategy plan

### Statement of intent

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.

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, 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	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 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, possibly over many years reduced pupil outcomes
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around a lack of resilience and coping strategies
4	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop self-esteem and reduce high anxiety
5	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

## 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 systems to aid their understanding and to develop expressive communication skills.	Through achievement of Education review half termly outcomes.
KS1 - 4 PP students achieve age expected progress with 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 students and non-PP students Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25. 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

	<p>disadvantaged pupils and their peers from X - Y% to no more than X - Y</p> <p>Examination results show comparable outcomes in achieved target grades and progress of between PP students and non-PP students</p>
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
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils are able to access high quality work experience and careers mentoring. By the end of 2024/25, disadvantaged pupils are progressing to higher or further education at the end of KS5 in the same numbers as their peers.

## 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: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilize exam board materials to support learning and provide structure</p> <p>Develop bespoke curriculum provision including appropriate alternative options</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>Enable differentiated teaching across primary phase</p> <p>Creation of a literacy and numeracy leads to develop and improve literacy, numeracy and communication teaching across the school in line with DfE guidance.</p> <p>The leads will engage with our local maths hub and further afield to develop the quality of literacy and numeracy teaching through CPD.</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>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>KS1 &amp; KS2 students are taught in the same classroom</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/421211/Maths_guidance_KS_1_and_2.pdf">Maths_guidance_KS_1_and_2.pdf</a> (publishing.service.gov.uk) Teaching mathematics at key stage 3 - GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>)</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil out-comes.</p>	<p>1 &amp; 5</p>

Targeted and creative teaching using the support of engaging materials	In previous cohorts, home schools have disapplied these students from national testing	1

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intensive revision programme over Easter targeted to students and specific subjects to optimize outcomes</p> <p>Alternative provision provided for vocational learning support</p> <p>Develop engaging resources &amp; online learning options to support revision</p> <p>Use diagnostic benchmarking tools eg Boxall profiles, GL Assessments</p>	<p>Yr11 PP students to meet their target grades at GCSE. Student transport arranged to remove barriers to access</p> <p>Student transport arranged to remove barriers to access</p> <p>Timetabled sessions, planned areas of improvement, topic tests to highlight areas of need</p> <p>Use of exam papers and mark schemes. Identification of building blocks that need to be addressed</p>	1 & 2
<p>Induction period to explore the individual's aspirations and areas of interest</p>	<p>Confidence and resilience are usually lacking and impact attendance and engagement</p>	3, 4 & 5

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cultural capital as a key college priority to be supported through teacher appraisal</p> <p>Research with students into local opportunities, clubs, hobbies etc.</p>	<p>Students' life experiences are often very limited Students demonstrate significant anxieties when faced with new situations and unfamiliar experiences</p> <p>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</p>	<p>3 &amp; 4</p>
<p>To offer students a variety of sporting and enrichment opportunities throughout the year</p> <p>1:1 social / emotional intervention support through mentoring</p> <p>Participation in Mental Health Project</p>	<p>High attendance and participation in these sessions is good for a healthy body and mind</p> <p>Life skills are crucial to students' success in life beyond school</p> <p>Fragile mental health is very evident amongst students and is a real barrier to engagement and achievement</p>	<p>3 &amp; 4.</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 2020 to 2021 academic year.

1. Summer 2021 Attainment Outcomes			•
<b>Due to Covid-19, Centre Assessment Grades were awarded and the outcomes were as follows:</b>	<i>Students eligible for PP (No of students =4)</i>	<i>Students not eligible for PP (No of students =9)</i>	<i>Whole Cohort (13 students)</i>
<b>% achieving grade 9-4 in English</b>	1/4 = 25%	9/9 = 43%	9/13 = 69%
<b>% achieving grade 9-4 in Maths</b>	2/4 = 50%	9/9 = 43%	11/13 = 85%
<b>% achieving grade 9-4 in both English and Maths</b>	1/4 = 25%	5/9 = 24%	9/13 = 69%
<b>% achieving 5 (9-4) incl. English and Maths</b>	1/4 = 25%	3/9 = 14%	9/13 = 69%
<b>% achieving expected progress in English</b>	1/4 = 25%	13/9 = 62%	10/13 = 77%
<b>% achieving expected progress in Maths</b>	2/4 = 50%	13/9 = 62%	10/13 = 77%
<b>% achieving expected progress in English and Maths</b>	1/4 = 25%	10/9 = 48%	9/13 = 69%
<b>Due to Covid-19, no KS1 or KS2 student outcomes were recorded.</b>			

Our internal assessments which were externally moderated during 2020/21 indicated that disadvantaged pupils academic development outcomes were in general below what was anticipated. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence. We mitigated the impact on academic outcomes



by our resolution to maintain a high quality curriculum, even when pupils were not in school, via live 1-1 lessons, it was challenging to continue high levels of engagement and therefore altered our approach to a focused 30 minute lesson and then 30 minute independent work time, which proved much more positive. Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required with 100% of PP pupils accessed cultural capital experiences that enhanced their life experiences

Of our KS4 cohort last year the MV PP who had previously school refused, increased their education to 82% as well as completing college visits and completing their KS4 education with us to enable them to attend further education. All PP pupils were offered and completed work experience opportunities whilst at Foundry College in Years 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 2020-21 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.

## 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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