

Pupil premium strategy statement

This statement details our school's use of pupil premium 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 (September '24)	42
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2027
Date this statement was published	Sept' 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Iain Thomas
Pupil premium lead	Kirsty Hodge
Governor / Trustee lead	Sharon Finn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7350
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	£7350

Part A: Pupil premium strategy plan

Statement of intent

The current budgeting method used is that we only receive funding for single registered pupils who have been permanently excluded from school and are given provision at Foundry College. The figures stated above show that nearly a quarter of the total school roll is currently classified at PP, but we will only receive funding for those who are excluded (currently 6 pupils or 14% of the total roll).

The nature of the in-year turbulence, which could increase the number of pupil premium and looked after children, makes quantifying actual spend to specific pupils extremely complicated.

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 expenditure 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 education review and bespoke costs are presented for reimbursement.

The Pupil Premium is a crucial aspect of our commitment to fostering equal opportunities and addressing educational inequalities.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

It is important to state that we do not only measure progress in relation to academic success, but in relation to both social and emotional development as well as against a pupil's effort and engagement in their education. Barriers to attainment for our pupils are complex due to their social, emotional and mental health needs. Poor attendance, breakdown of family relationships, cultural, social, financial concerns and health issues are all factors that impact upon our pupil's ability to engage in their learning.

At Foundry College we judge our progress from point of entry; we use previous information as well as baseline assessment to generate this judgement. We are confident that we provide every pupil with a personalised opportunity to become the best version of themselves and address inequalities in the education of pupils from low-income families.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. 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.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Devoting curriculum time to enrichment activities that nourish SMSC development and exposing pupils to some of the greatest immersive learning experiences within the local and national confines.

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 who have been permanently excluded often have undiagnosed SEND needs that need to be met. On an individual level, learners often have personal issues that affect their learning. For example, learners with undiagnosed learning difficulties like autism or Asperger's syndrome will find certain elements of learning more challenging than others. Similarly, learners with unstable mental health, sexual exploitation, criminal exploitation, peer on peer abuse, substance mis-use and learning impairments like dyslexia may find that their personal barriers hinder their progress at times.
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.
3	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 there is a reluctance to return to mainstream education A child's ability to interact socially with their peers has a significant impact on how they progress in the classroom. The very act of learning in a classroom environment involves interacting with other pupils, talking through problems and finding solutions. Discussing lessons with other pupils helps pupils realise their own strengths and weaknesses and enables them to improve their knowledge gaps, learning directly from their classmates. School pupils who have poor social skills often fall behind in their learning as they aren't able to communicate as effectively as others. The culture in which a child grows up can also have a bearing on their ability to learn: Maslow - 'belonging' is one of the most essential learning needs. The relationships that we form with our parents, friends and teachers all feed into our ability to learn. As humans, we are hugely influenced by

	the people around us and during our first 5 years, our principal influencers are our parents or guardians. The beliefs that our parents hold and the cultures that they embrace can heavily influence how we learn as pupils.
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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.

As mentioned previously, the pupils in attendance at Foundry College are with us for sometimes a short period of time and others up to one academic year. Therefore, the impact of our pupil premium strategy will be reviewed each year to monitor the progress made with the current cohort and make suggestions on any improvement that could be made.

Intended outcome	Success criteria
Improved emotional regulation, as poor regulation impacts on learning	Positive progress demonstrated by education reviews, anti-social behaviour incidents monitored and analysed, 'continued progress' monitored on tracker and interventions identified during 'educational review meetings', reviews / reports showing progress towards targets.
Increased ability to engage with the curriculum; support to access core subjects and bespoke enrichment activities	Package monitoring / reports on engagement and learning, outcomes / 5 qualifications, certificates etc, learner voice / questionnaires, meeting attendance targets
Improved reading skills using increased SENCo time, and SEND 1:1 TAs, booster sessions in English and maths, online learning app;	Testing / progress beyond entry to show consistent and sustained progress / identify further interventions. National qualifications / progress tracking evidences closing the gap.
Increased attendance; progress tracker link to attendance, progress monitoring meetings to identify new interventions, Attendance Policy actions.	Individual targets and progress monitoring – review day reports; current, target, new target, character curriculum.

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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promote socratic questioning .	The Socratic method of teaching is designed to help pupils gain a better understanding of a topic, including the complexities behind it. It also aims to get pupils more involved in the learning process, challenging long-held assumptions in favour of thinking on their own. It also encourages pupils to explore their thoughts and beliefs, also considering how these thoughts and beliefs may contribute to their assumptions about the topic at hand. This method also helps foster critical thinking, enabling pupils to reach their own conclusions based on self-analysis of the information versus just accepting what they are told.	2

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

Budgeted cost: £4700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intensive revision programme over Easter targeted to pupils and specific subjects to optimize outcomes	Yr11 PP pupils to meet their target grades at GCSE. Pupil transport arranged to remove barriers to access	1 & 2
Targeted reading / phonics to support comprehension with texts and minimise vocabulary gaps	Reading app, Timetabled sessions, planned areas of improvement, topic tests to highlight areas of need Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	

1:1 and small group tuition / mentoring for identified learners/ Boost; closing gaps	<p>□ Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1:1 and in small groups</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2 & 3
External Alternative Provision	The extensive external alternative provision programme which enables our pupils to access a broad range of learning opportunities off site through a variety of collaborative partnerships with providers, Pupils are involved in educational experiences that support the curriculum that they study and the programmes are structured to meet their personal learning needs and to ensure that they gain academically, personally and socially from attending their placements	2

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

Budgeted cost: £2150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke learning opportunities; emotional regulation, enhanced curriculum opportunities; low demand / high engagement / sensory learning equipment / Improving School Attendance	<p>Funding used to support participation in curriculum and enrichment related trips and activities to support learning and increase cultural capital as detailed in SAPs and individual learning plans</p> <p>High quality Work Experience placements</p> <p>Therapeutic 'small gardens'; being therapeutic means that school policy and the day to day practice in schools are designed. to provide experiences that create sustained prosocial feelings within all children, and adults.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3

Total budgeted cost: £7350

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 2023-24 academic year.

1. Summer 2024 Attainment Outcomes		
	<i>Pupils eligible for PP (No of pupils =5)</i>	<i>Pupils not eligible for PP (No of pupils =16)</i>
% achieving grade 9-4 in English	20%	62.5%
% achieving grade 9-4 in Maths	0%	50%
% achieving grade 9-4 in both English and Maths	0%	50%
% achieving 5 (9-4) incl. English and Maths	0%	37.5%
% achieving 5 (9-1) incl. English and Maths	40%	56.25%
% achieving expected progress in English	80%	87.5%
% achieving expected progress in Maths	60%	75%
% achieving expected progress in English and Maths	60%	62.5%

The data is inclusive of pupils who are single registered as well as dual registered as this gives a full and clear picture of the Y11 pupils who were taught by us throughout the academic year.

Of our KS4 cohort last year the breakdown of categories is extremely powerful with 60% of PP pupils being PEX and 40% being home tutored through our Medical and Vulnerable provision.

Our two PP pupils who were home tutored were unable to access the full curriculum and therefore were unable to achieve more than two qualifications. Of our three PEX pupils who were categorised as PP, two of them achieved 5 x 9-1 qualifications including English and maths.

Even though the data suggests that PP achievement is low due to the % achieving GCSE qualifications, the reflective progress that they have made against their baseline data is exceptionally positive.

All PP pupils were offered and completed work experience opportunities whilst at Foundry College in Year 11.

All PP pupils were supported with applications for colleges, sixth forms and 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 were offered further education visits to local colleges.

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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