

Forwards Centre Pupil Premium Strategy Statement

This statement details our centre'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	Forwards Centre
Number of pupils in school	29
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	4 th October 2021
Date on which it will be reviewed	30 th September 2022
Statement authorised by	Christopher Fielding
Pupil premium lead	Christopher Fielding
Governor lead	Suzanne Halliwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13450
Recovery premium funding allocation this academic year	£6000
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	£19450

Part A: Pupil premium strategy plan

Statement of intent

At the Forwards Centre, we work with primary aged children who have been excluded (or are in danger of being excluded) from schools in Bolton. Our ultimate objective is to help pupils acquire the knowledge, understanding and skills they will need to be successfully re-engage with education and learning.

We will use of pupil premium strategy to work with individual pupils and identify gaps in learning to ensure that each child has the academic skills that they need and use individual provision maps to help overcome barriers to success. Finally, we will help co-ordinate services to ensure that children and families are accessing the support they need.

We employ a tiered approach beginning with ensuring children receive the best quality teaching through improving staff knowledge and CPD. We use targeted approaches, 1:1 and small group work underpinned by quality ongoing formative assessment. Finally, we use wider pastoral strategies to promote pupil wellbeing, improve attendance and engagement.

Our intent is to comply with our duties in both the Equality Act 2010 and the Special Educational Needs and Disabilities Regulations 2014 by ensuring our provision is accessible for those with disabilities or SEN, including those children with SEMH needs.

Challenges

Pupils are referred to the Forwards Centre because they are struggling to access education. Research (Department for Education, 2018 – Mental health and behaviour in schools) shows that children are more likely to present with social, emotional and mental health (SEMH) needs if they are experiencing a number of risk factors. These risk factors are cumulative and act as a barrier to pupils accessing education and making good progress. For children entering the Forwards Centre, these risk factors/barriers may include:

Challenge number	Detail of challenge
1	Children entering the centre have missed a significant amount of schooling through erratic attendance, exclusion and time out of class. Time in class may also not have been spent in an optimal learning state. This leads to children often having inconsistent academic profiles and gaps in learning.
2	Low cognitive ability and learning disabilities
3	Specific development delay or neurodiversity
4	Communication difficulties
5	Physical illness

6	Low self-esteem
7	Overt parental conflict including domestic violence
8	Family breakdown (including where children are taken into care or adopted)
9	Inconsistent or unclear discipline
10	Hostile and rejecting relationships
11	Physical, sexual, emotional abuse, or neglect
12	Parental psychiatric illness
13	Parental criminality, alcoholism or personality disorder
14	Death and loss – including loss of friendship
15	Breakdown in or lack of positive relationships
16	Peer pressure
17	Socio-economic disadvantage
18	Homelessness
19	Discrimination
20	online abuse, sexual exploitation and the influences of extremism leading to radicalisation

It must be noted that this is not an exhaustive list.

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
Improved pupil engagement with education	At least 90% of pupils meet their academic targets each term.
Improved pupil attendance	Positive swing data for attendance of at least 10%.
Improved pupil behaviour	Permanent and fixed-term exclusions are rare (less than 3 per year) Each child has a reducing amount of lost learning time due to challenging behaviour

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: £627

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision teaching Each teacher receives CPD from Educational Psychologist on precision teaching informing 1:1 tuition and feedback	EEF report high impact for both 1:1 tuition and the effective use of feedback. The CPD on precision teaching aims to improve this provision.	1,2,3,4
SLE support Each class teacher receives SLE support to support the use of reading comprehension strategies within the structure of our revised curriculum	EEF report very high impact on the use of reading comprehension strategies.	1

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

Budgeted cost: £4496

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accurate assessment of learning needs Educational psychology assessment	EEF report high impact of 1:1 tuition and very high impact for oral learning interventions. Children often enter arriving the centre with undiagnosed communication and/or learning needs. This work will improve the quality and targeted approach of our 1:1 and small group work.	2,3,4
Phonics Individualised phonics programme	EEF report high impact for phonics programmes. Many children arrive in the centre having missed a lot of basic phonic work and this addresses that need.	1,2

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

Budgeted cost: £14326

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Learning Mentor The senior learning mentor has a predominantly pastoral role and supports pupils as they integrate into and out of the centre. This includes providing challenge and support with attendance. It also includes ensuring that CP and EH processes are robust and supportive.</p>	<p>For children presenting with SEMH needs, the DfE (2018:15) cite effective Child Protection and Early Help processes as being significant protective factors in mitigating the challenges listed above.</p> <p>The EEF reports a moderate impact for improved parental engagement. The pastoral mentor dedicates time to building good quality relationships with parents.</p>	5-20
<p>Trust counsellor The Trust counsellor supports parents through our parents' group and the 'Who's in Charge' programme which is aimed at those who get physically hurt by their children. The counsellor also works with individual parents and children if this is identified as needed.</p>	<p>The EEF report moderate impact for parental engagement. Our Trust counsellor runs parent groups, the Who's in Charge programme and provides 1:1 counselling and support to some parents. In our view, her expertise has significantly supported changes in the dynamic in some households with positive effects on outcomes for children.</p> <p>The DfE (2018) cite having at least good parent-child relationship with clear consistent discipline as being a mitigating factor to the challenging listed above.</p>	5-16
<p>Uniform We believe that the rapid cessation in challenging behaviour that we see is supported by the sense of welcome, acceptance and belonging that</p>	<p>For children presenting with SEMH needs, the DfE (2018:15) cite a sense of belonging as a significant protective factor in mitigating the challenges listed above. We believe that presenting children with school uniform on arrival contribute significantly to that sense of belonging.</p>	6,15,17

<p>pupils/families feel as they arrive at the centre. We believe that the way we show pupils/families around the centre and present them with their uniform is part of that. We run a reward system which recognises the number of consecutive days of positive behaviour a child has achieved. We reward with badges at 5 days, 15 days and 30 days. At 60 days the child receives and is presented with a Forwards Centre hoodie. They do so with pride and each step is important on the road to building a positive identity.</p>		
<p>Breakfast When pupils arrive in the centre each morning, we provide them with something to eat. This is a time when the children and staff in each room come together and chat. It promotes a sense of community and belonging within the centre as well as ensuring that every child starts the day with something to eat. We then provide the children with fruit during the day.</p>	<p>As above, for children presenting with SEMH needs, the DfE (2018:15) cite a sense of belonging as a significant protective factor in mitigating the challenges listed above. We believe that pupils eating together on arrival each morning promotes that sense of belonging.</p> <p>It also promotes positive friendships and good pupil/staff relationships. Both are cited by the DfE (2018) as being important protective factors mitigating the challenges listed above.</p>	<p>15,17</p>

Total budgeted cost: £19,450

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 Pupil Premium funding we received in 2020-2021 was used to provide:

- A pastoral learning mentor to coordinate the work of services around a child and family to provide a personalised approach to mitigating the barriers listed above.
- Access to counselling aimed at improving the engagement of children through individual/group counselling with pupils/families.
- New children with uniform with the aim of supporting a sense a welcome, acceptance and belonging on arrival the centre.
- Fruit and healthy snacks for breakfast and at break times in order to improve the sense of belonging by ensuring that the children come together as a group to eat when they arrive in the centre.

The impact of the Pupil Premium Grant was judged through levels of engagement and a reduction in learning lost through maladaptive behaviour. Impact was also judged through progress against academic and non-academic targets and improved attendance.

During the summer term, PPG pupils consistently achieved better progress than our overall figures. 100% (compared to our overall 97%) of PPG pupils achieved their targets in reading with 38% (overall 35%) exceeding national expectations. In writing, 100% (compared to our overall 93%) of PPG pupils achieved their targets in writing with 31% (overall 21%) exceeding national expectations. In maths, 94% (compared to our overall of 83%) of PPG pupils achieved their targets in maths with 38% (overall 24%) exceeding national expectations.

There was an average positive swing in attendance data of 10%.

Despite all pupils having had their education disrupted fixed and/or permanent exclusions prior to arrival, there were 0 fixed and permanent exclusions during the 2020-21 academic year in the centre.