

# Forwards Centre Pupil Premium Strategy Statement

This statement details our centre's use of pupil premium (and recovery premium for the 2022 to 2023 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	28
Proportion (%) of pupil premium eligible pupils	71%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	1 <sup>st</sup> October 2022
Date on which it will be reviewed	30 <sup>th</sup> September 2023
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	£27,700
Recovery premium funding allocation this academic year	£7,685
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	£35,385

# 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 exclusions are rare (less than 5 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: £1141

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Precision teaching</b> Teachers receive further CPD on individual target setting informing 1:1 tuition and feedback	EEF report high impact for both 1:1 tuition and the effective use of feedback. The CPD on individual target setting teaching aims to improve this provision.	1,2,3,4
<b>VIPERS support</b> Each class teacher receives VIPERS CPD 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. VIPERS is a useful tool to improving our approach.	1

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

Budgeted cost: £8180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Accurate assessment of learning needs</b> 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
<b>Phonics</b> 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: £26064

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Pastoral Learning Mentor team</b></p> <p>The lead and senior learning mentors have a predominantly pastoral role and support pupils as they integrate into and out of the centre. Appointment of an additional senior mentor has improved capacity. 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 team dedicate time to building good quality relationships with parents.</p>	5-20
<p><b>Trust counsellor</b></p> <p>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. The trust counsellor is also working with the whole staff team on a trauma informed approach on with whole classes on emotional literacy (My Feelings and me)</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><b>Uniform</b></p> <p>We believe that the rapid cessation in challenging behaviour that we see is</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</p>	6,15,17

<p>supported by the sense of welcome, acceptance and belonging that 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>children with school uniform on arrival contribute significantly to that sense of belonging.</p>	
<p><b>Breakfast</b> 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: £35,385**

## 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 2021 to 2022 academic year.

The Pupil Premium funding we received in 2021-2022 was used to provide:

- CPD for staff on precision teaching and reading comprehension strategies
- 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.

We set a PPG strategy target of 90% of PPG pupils achieving their progress targets in maths, reading and writing. Across the summer term 2022, all 25/25 (100%) PPG pupils achieved or exceeded their progress targets in reading. In writing 24/25 (96%) PPG pupils achieved or exceeded their progress targets. In maths, 23/25 (92%) of PPG pupils achieved or exceeded their targets. All are consistent with or higher than progress made for non-PPG pupils.

The impact of the Pupil Premium Grant strategy was also judged through levels of engagement and a reduction in learning lost through maladaptive behaviour. We set a target of 10% for an increase in attendance and fewer than 3 suspensions/exclusions.

For PPG pupils there was an average positive swing in attendance data of 10% compared to their previous settings demonstrating increased engagement. Despite all pupils having had their education disrupted by suspensions and/or permanent exclusions prior to arrival, there were 0 suspensions and 0 permanent exclusions during the 2021-22 academic year across the centre.