

**Record of Pupil Premium grant spending by initiatives 2019/20  
Forwards Centre**

<b>Item/Project</b>	<b>Rationale</b>		<b>Cost</b>	<b>Objective/description</b>	<b>Outcome</b>
Pastoral deputy head, counsellor and mentor	<p>The deputy headteacher coordinates the work of staff in supporting children and families in addition to leading on the Early Help process for the majority of pupils who need a multi-agency approach.</p> <p>The Trust counsellor supports parents through 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 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 the analysis of data to identify any pupils who may need physical intervention and the use</p>		<p><b>Pastoral deputy head</b> <b>Pastoral mentor</b> <b>£41456</b></p> <p><b>Counselling</b> <b>£5905</b></p>	<p>To improve outcomes by using the Early Help process to coordinate the work of services around a child and family.</p> <p>To improve attendance by responding quickly when a child does not arrive in the centre and working with child and family to address this.</p> <p>To use pastoral data to inform practice and improve outcomes for all pupils.</p> <p>To improve engagement I children through individual/group counselling with pupils/families</p>	<p>There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.</p> <p>Feedback from parents demonstrate an impact of the work beyond the centre and often report significant improvements in children's presentation at home.</p> <p>There have been no permanent exclusions over the past 5 years and no fixed term exclusions for over a year. This is supported by the centre policy that no child is isolated for the reason of behaviour.</p> <p>Weekly pastoral meetings ensure that welfare standards are consistently high and that the response to escalating behaviour and situations is timely and appropriate. This ensures that despite a pupil exhibiting challenging</p>

	<p>of positive handling plans to reduce that need.</p>				<p>behaviour we maintain the highest standards and ensure that children are treated with dignity and respect.</p> <p>The average positive swing in attendance for children at the centre is 16.5% compared to their attendance at their prior setting and both pupils and their families report that children are happy and enjoy attending the centre. Pupils value their time in centre and the majority rarely miss a day unless it is for appointment with an outside agency. Where a child does not attend, the centre has stringent systems to monitor and follow up on any absence. .</p> <p>Parents comment that the centre staff go beyond working with the child and help and support the family. This is evidenced through our parent group and the centre facilitation of the 'Who's in Charge?' programme which is specifically designed to support and safeguard those families where children are violent towards parents and family members.</p>
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Uniform	<p>We believe that the rapid cessation in challenging behaviour that we see is 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><b>£2181</b></p>	<p>To promote a sense of belonging so that children quickly adopt the positive behavioural norms of the other pupils on their arrival.</p>	<p>Pupils' pride in their excellent behaviour is clear to see as they wear their bronze, silver and gold badges openly and take great pride in receiving a Forwards Centre hoodie for long term positive behaviour.</p>
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<p>Activities aimed at developing cultural awareness and positive identity</p>	<p>The Forwards centre has a cultural offer providing opportunities for children during their time in the centre. Many pupils not been included in school trips in their previous settings and our offer is designed to improve engagement with and enjoyment of cultural activities and connect them with their heritage and develop their cultural capital. The centre works as a member of the Bolton Educational Cultural Partnership to ensure that, amongst other things, every child attending the centre has the cultural opportunities to visit the Imperial War Museum, Bolton Museum, and Octagon Theatre and to work with professional musicians and artists. It also includes opportunities to visit places of worship for Christian, Jewish, Islamic and Hindu faiths.</p>		<p><b>£10144</b></p>	<p>To provide a range of cultural opportunities in order to increase engagement and enjoyment with the ultimate aim of developing cultural capital.</p>	<p>The centre's cultural offer ensures that children have the chance to understand the range of cultural influences that have shaped their heritage and develop a fully rounded appreciation of the world around them. The centre works as an active member of the Bolton Educational Cultural Partnership to ensure that, amongst other things, every child attending the centre has the cultural opportunities to visit the Imperial War Museum, Bolton Museum, and Octagon Theatre and to work with professional musicians and artists.</p>
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<p>Social Snack Time</p>	<p>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><b>£2938</b></p>	<p>To improve the sense of belonging by ensuring that the children come together as a group to eat when they arrive in the centre</p> <p>To improve concentration levels by ensuring that children are not hungry when they arrive and throughout the day.</p>	<p>During their time in the centre, pupils develop positive relationships and begin to engage with a trusted adult, their class and the centre as a whole before moving back to be educated within their own communities. This reconnects often alienated, excluded pupils and their families with education and the wider goals of society with the aim of developing thoughtful, caring and active citizens.</p> <p>Pupils mix happily together, support each other and ensure that staff are aware and are dealing with any incidents to support vulnerable pupils. This work is woven through the principles and practices of the centre.</p>
<p><b>PPG</b></p>			<p><b>£48,180</b></p>		
<p><b>Projected spend</b></p>			<p><b>£62624</b></p>		